

## The Community

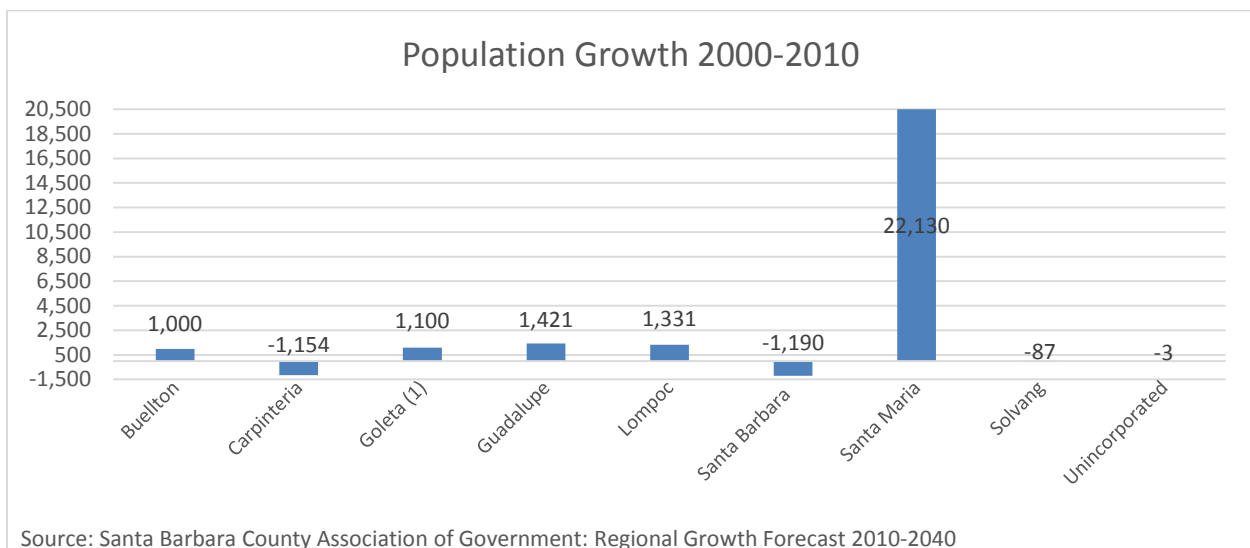
Allan Hancock College serves a community that comprises primarily northern Santa Barbara County and southern San Luis Obispo County. Within the northern Santa Barbara region there is considerable geographic variation in population size, race/ethnicity, and SES. The areas of Santa Maria and Guadalupe have experienced the largest percent growth, with Santa Maria also showing the largest absolute increase in population from 2000 to 2010.

### Santa Barbara County Jurisdictions, Total Population

County/City	April 1, 2000	April 1, 2010	Change	% Change
<b>Santa Barbara County</b>	399,347	423,895	24,548	6%
Buellton	3,828	4,828	1,000	26%
Carpinteria	14,914	13,040	-1,154	-8%
Goleta (1)	28,788	29,888	1,100	4%
Guadalupe	5,659	7,080	1,421	25%
Lompoc	41,103	42,434	1,331	3%
Santa Barbara	89,600	88,410	-1,190	-1%
Santa Maria	77,423	99,553	22,130	29%
Solvang	5,332	5,245	-87	-2%
Unincorporated	133,420	133,417	-3	0%

(1) City incorporated after 2000 Census. 2000 Census data not available, however an estimate from the City of Goleta is substituted

These regional trends in the service area around the college are projected to increase into the future and are projected to have a large impact on the college as the population in these areas are predominately Latino, lower income, and less likely to have experience in higher education.



**Unincorporated Places Population Change from 2000 to 2010**

Unincorporated Place	Total Population		Change, 2000-2010	
	2000	2010	Number	Percent
Los Alamos	1,372	1,890	518	38%
Mission Hills	3,142	3,576	434	14%
Orcutt	28,830	28,905	75	0%
Santa Ynez	4,584	4,418	(166)	-4%
Vandenberg AFB	6,151	3,338	(2,813)	-46%
Vandenberg Village	5,802	6,497	695	12%

Source: Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040

The city of Santa Maria, which is the largest city within the district and service area, increased from 59% Hispanic/Latino in 2000 to 70.4% in 2010, and projected to increase as a percent of the population.

**Percentage of Hispanic Population 2000 to 2010**

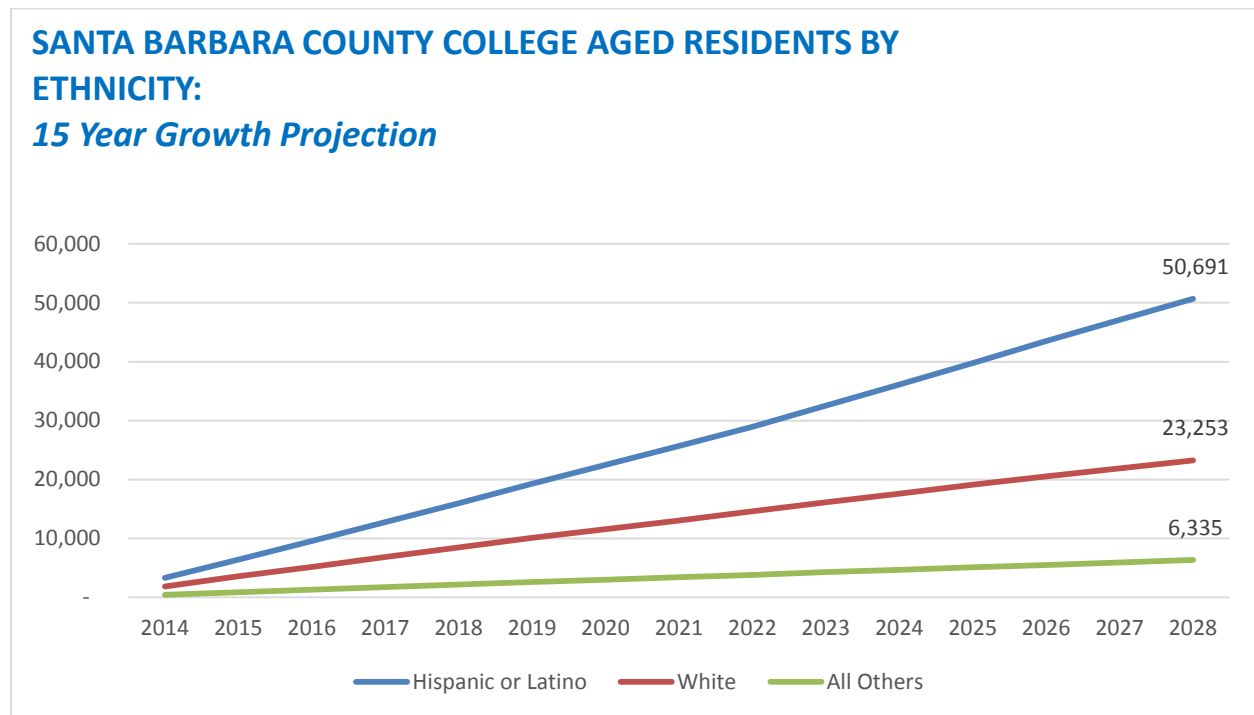
Jurisdiction	<u>2010</u>	<u>2000</u>	<u>2010</u>	Change
	Hispanic or Latino	% of Total Pop	% of Total Pop	
Santa Barbara County	181,687	34.0%	42.9%	9%
Lompoc	21,557	37.0%	50.8%	14%
Santa Maria	70,114	59.0%	70.4%	11%
Santa Ynez	639	9.0%	14.5%	5%
Solvang	1,530	19.0%	29.2%	10%

The City of Santa Maria is projected to grow 9% between 2010 and 2020, and by 24% between 2020 and 2035. The unincorporated areas of Santa Maria are projected to grow very little by

2020, but to grow by 20% between 2020 and 2035. The Lompoc region is projected to grow by 14% between 2020 and 2035 with no growth anticipated between 2010 and 2020.

Jurisdiction	2010 Population	2010-2020 Change	2020 Population	2020-2035 Change	2035 Population	2035-2040 Change	2040 Population	2010-2040 Change
Santa Maria City	99,989	8,850	108,839	26,232	135,071	6,458	141,529	41,540
Guadalupe City	7,080	421	7,501	1,808	9,309	351	9,660	2,580
Solvang City	5,230	104	5,333	588	5,922	37	5,958	729
Lompoc City	42,092	8	42,100	4,875	46,975	748	47,723	5,631
Santa Maria Unincorporated	32,737	14	32,751	6,493	39,244	585	39,829	7,092
Guadalupe Unincorporated	265	6	271	49	320	68	388	123
Cuyama Unincorporated	1,241	0	1,241	243	1,484	23	1,507	266
Solvang-Santa Ynez Unincorporated	12,633	13	12,646	2,464	15,110	317	15,426	2,794
Lompoc Unincorporated	15,652	0	15,652	3,000	18,652	297	18,949	3,297
<b>Total</b>	<b>216,919</b>	<b>9,416</b>	<b>226,334</b>	<b>45,752</b>	<b>272,087</b>	<b>8,884</b>	<b>280,969</b>	<b>64,052</b>

Source: Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040



Within the county of Santa Barbara, population growth of college aged residents who are Hispanic/Latino is projected to grow by more than double the other predominate ethnic group -- white. This is a trend that is projected throughout the county.

Educational attainment Santa Maria and Lompoc (the largest cities in the district) are lower than unincorporated areas, the County as a whole, and the state. These cities have a larger percentage of adults with no high school degree and fewer than 14% with a bachelor's degree. Poverty is higher in these areas as well.

	City of Santa Maria	Orcutt	Lompoc	Santa Barbara County	San Luis Obispo County	California
<b>EDUCATIONAL ATTAINMENT</b> Persons 25 +						
Less than high school graduate	41%	9%	25%	21%	10%	19%
High school graduate (includes equivalency)	19%	53%	28%	18%	20%	21%
Some college or associate's degree	27%	42%	33%	30%	37%	30%
Bachelor's degree or higher	13%	28%	14%	31%	32%	31%
Poverty	21%	7%	22%	17%	15%	16%

### Access to AHC

Allan Hancock assesses the degree to which the student population mirrors that of the community as part of the analysis in the Student Equity Plan research. There is a gap with Latinos and males of approximately 3 percentage points when looking at all students; however, among first-time students, and especially high school students, Latinos are proportionately represented.

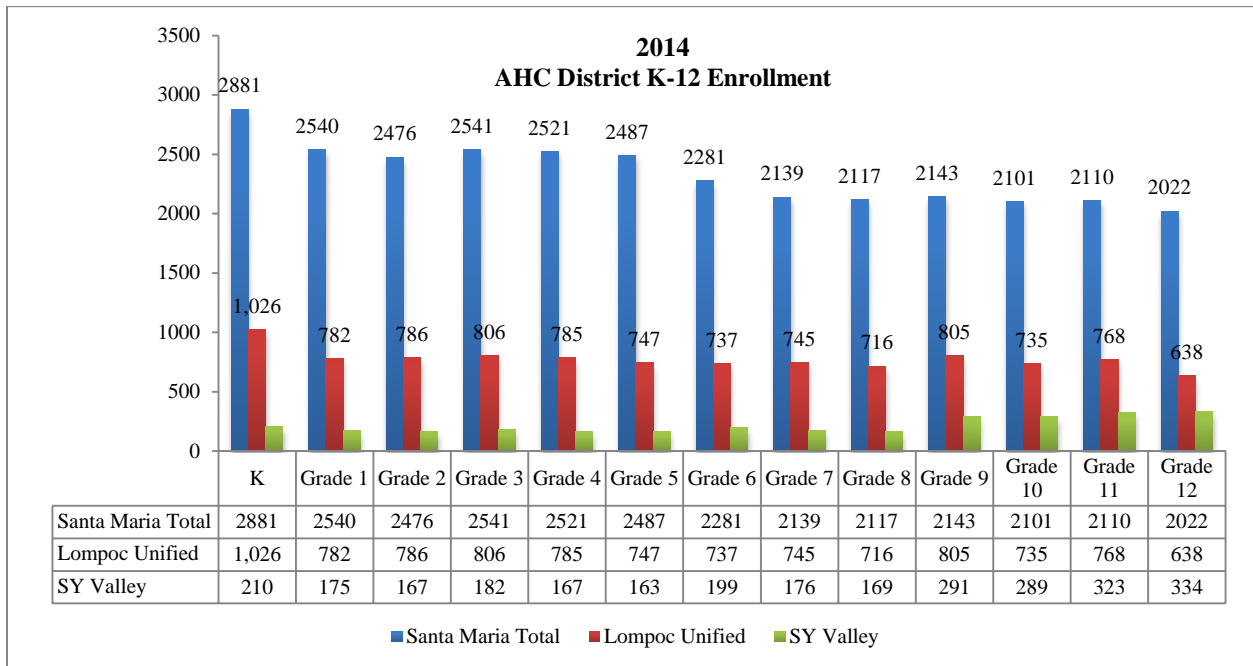
Target Population(s)	Total Enrollment Fall and Spring 2014-15	Percentage of College Enrollment	Percentage of adult population within the community served	Gain or loss in proportion	Proportionality Index
<b>Race</b>					
American Indian / Alaska	308	1.3%	1%	0.3%	1.3
Asian/ Pacific Islander/	1,274	5.5%	4%	1.5%	1.4
Black or African	711	3.1%	2%	1.1%	1.6
White	7,918	34.0%	35%	-1.0%	0.97

Hispanic or Latino	12,304	52.9%	56%	-3.1%	0.94
Some other race	768	3.3%	0.2%	3.1%	16
More than one race	N/A	N/A	2%	N/A	
<b>Total of 7 cells above</b>	<b>23,283</b>	<b>100%</b>	<b>100%</b>		
Males	11,170	48.0%	51.5%	-3.5%	0.93
Females	12,050	51.8%	48.5%	3.3%	1.07
Unknown	63	0.3%	0%		
<b>Total of 3 cells above</b>	<b>23,283</b>	<b>100%</b>	<b>100%</b>		
Foster Youth	200	0.85%	N/A		
Individuals with	611	2.6%	9.5%	-6.9%	0.27
Low-Income Individuals	9,700	41.7%	19.5%	22.2%	2.13
Veterans	211	0.96%	8%	-7%	0.13

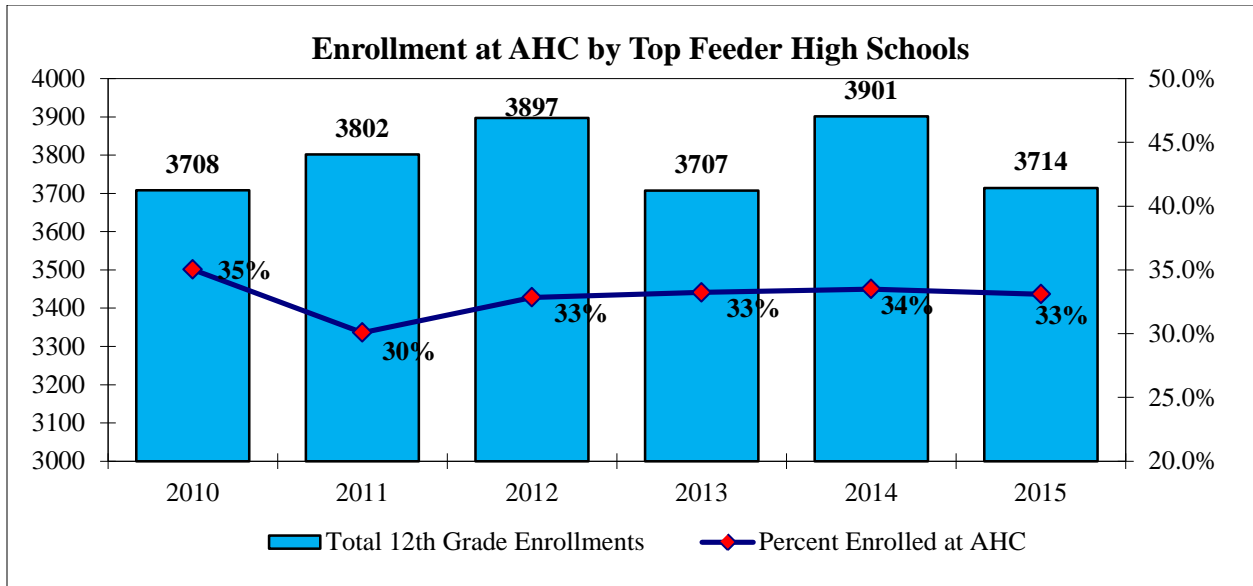
2014 Local High School Graduates Enrolled					
<u>High School</u>		High School	Allan Hancock	Percentage Gap	Proportionality Index
<b>Pioneer</b>	Hispanic	89%	89%	0%	100%
	White	5%	4%	-1%	80%
<b>Righetti</b>	Hispanic	50%	57%	7%	114%
	White	46%	35%	-11%	76%
<b>Santa Maria</b>	Hispanic	94%	91%	-3%	97%
	White	3%	2%	-1%	67%
<b>Lompoc</b>	Hispanic	74%	70%	-4%	95%
	White	12%	12%	0%	100%
<b>Nipomo</b>	Hispanic	53%	57%	4%	108%
	White	42%	38%	-4%	90%
<b>Arroyo Grande</b>	Hispanic	33%	44%	11%	133%
	White	59%	51%	-8%	86%
<b>Cabrillo</b>	Hispanic	43%	46%	3%	107%
	White	42%	41%	-1%	98%
<b>Santa Ynez</b>	Hispanic	40%	47%	7%	118%
	White	54%	47%	-7%	87%

## Feeder High Schools

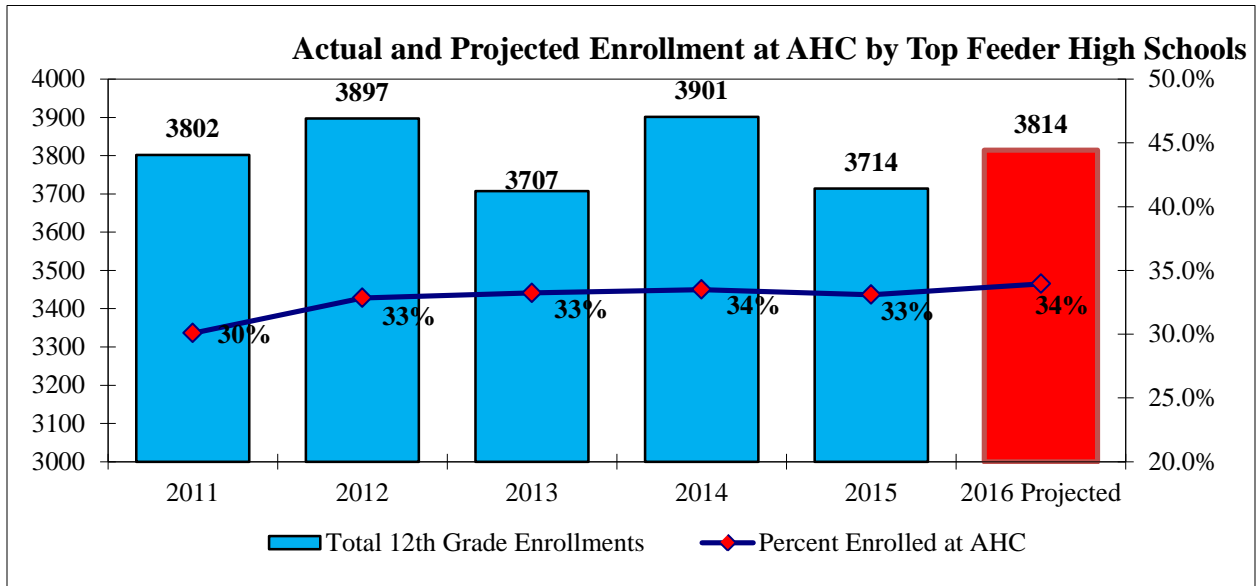
Top feeder high schools include schools from the Santa Maria Joint Union, Lompoc Unified, Lucia Mar, and Santa Ynez districts. The three districts within the legal college area (Santa Maria, Lompoc and Santa Ynez) are not projected to contribute consistent growth for the next four the five years, but rather the college is projecting cyclical variations in enrollment of high school graduates. Increased efforts in the area of outreach and partnerships with the high schools in terms of concurrent enrollment, focused and early admissions, and three components of the student success and support programs have had a positive impact on enrollment in spite of the demographic trends.



Within the first year of 12<sup>th</sup> grade enrollment, 33 to 35 percent of students in from the top feeder high schools attend AHC in the fall (this is an aggregate measure with more than 45% attending from the top feeder schools). Using CalPass Plus data and internal MIS data, AHC tracks going rates beyond the first year; recent data show that as many as 64 percent of students from the Santa Maria Joint Union High School District and 57 percent of the Lompoc Unified district attend AHC within five years of graduation.



The Office of Institutional Effectiveness is predicting around 100 more students to attend in the upcoming fall term based on recent grade level progressions and going rates.



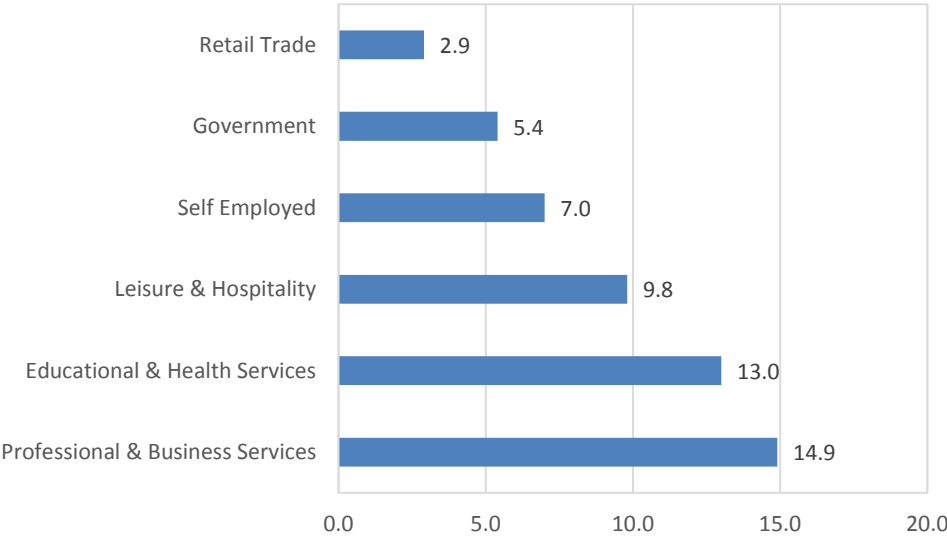
### Economic Sector Growth Assumption

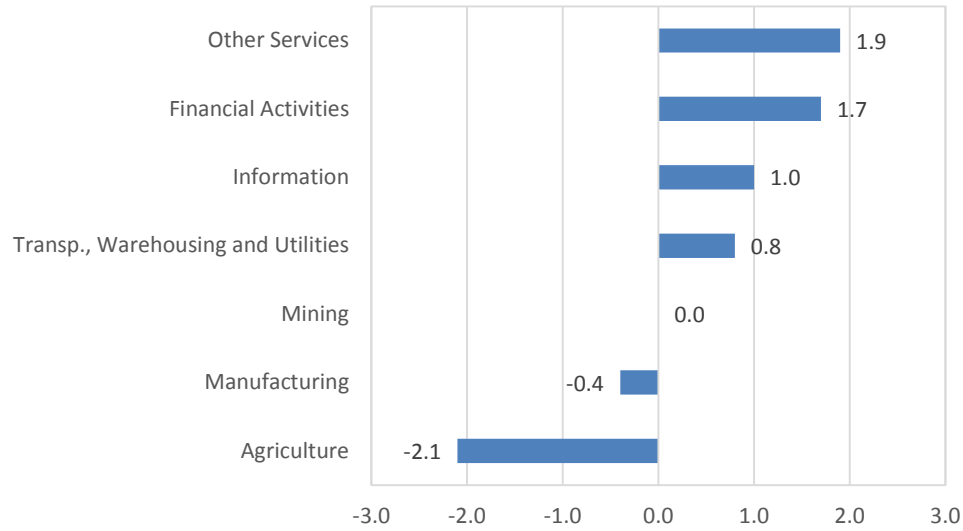
The job composition of Santa Barbara County region has several differences than that of the state and nation which affect the growth trends. The region has high employment in agriculture and government but below-average in professional and business services and internet-related information services.

Growth in agriculture and government is projected to be low while that in professional and business services and internet-related information services is expected to be high. The region is also higher in leisure and hospitality and self-employment than that of the nation which are both projected for high growth.

According to the Santa Barbara County Association of Governments, “the region may experience minor recovery in the retail trade and finance, similar to that of the state and nation, but the growth will slow as online shopping and technology hinder this growth (Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040, page 19). This report further notes that “the region is expected to show a small recovery in manufacturing employment before the long term trend of declining job levels returns in the years between 2020 and 2040.”

**Forecast 2010-2040 Employment Change by Economic Sector**





Source: Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040

### Employment Forecast by Sector Santa Barbara County 2010-2040 (1,000s)

Economic Sector	2010	2015	2020	2025	2030	2035	2040
Agriculture, forestry, fishing and hunting	18.7	18.6	18.6	18.0	17.4	17.0	16.6
Mining	1.0	1.0	1.0	1.0	0.9	0.9	0.9
Construction	7.0	8.2	9.4	9.7	9.9	10.3	10.7
Manufacturing	11.2	11.5	11.8	11.5	11.2	11.0	10.8
Wholesale Trade	4.0	4.4	4.7	4.7	4.7	4.8	4.8
Retail Trade	17.9	18.9	19.9	20.0	20.1	20.5	20.8
Transp., Warehousing and Utilities	2.8	3.1	3.4	3.5	3.4	3.5	3.6
Information	3.4	3.8	4.1	4.2	4.2	4.3	4.4
Financial Activities	6.3	7.0	7.6	7.7	7.7	7.9	8.0
Professional & Business Services	21.7	25.2	28.8	30.5	32.3	34.5	36.6
Educational & Health Services	20.9	23.8	26.7	28.3	30.0	32.0	33.9
Leisure & Hospitality	22.0	24.4	26.9	28.0	29.0	30.5	31.8
Other services, except public administration	5.4	5.9	6.5	6.6	6.8	7.1	7.3
Government	38.1	38.8	39.4	40.2	41.0	42.4	43.5
Self Employed	17.0	19.1	21.2	21.8	22.4	23.3	24.1
<b>Total Jobs</b>	<b>197.4</b>	<b>213.7</b>	<b>230.0</b>	<b>235.7</b>	<b>241.0</b>	<b>250.0</b>	<b>257.8</b>

Source: Santa Barbara County Association of Government: Regional Growth Forecast 2010-2040

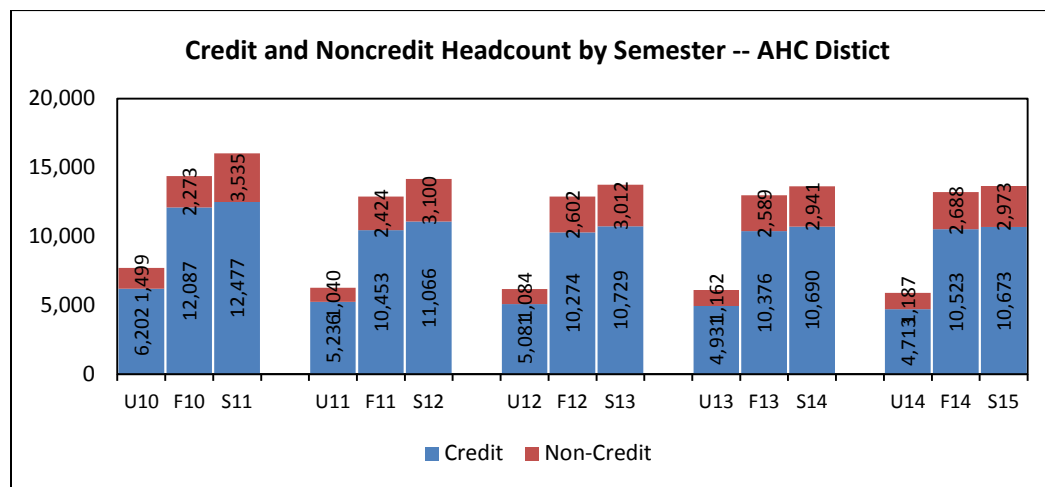
## Allan Hancock College Student Profile

This section provides data on student demographics and student outcomes and achievement. As part of its annual cycle of data collection and analysis, the Office of Institutional Effectiveness produces annual reports on student demographics, student achievement, institution set standards, and measures of institutional effectiveness. The data presented in this section are taken primarily from these reports, along with the inclusion of data from other sources such as the Fact Book, the *Student Equity Plan*, and data for submission to the Aspen Institute as a top community college in the US.

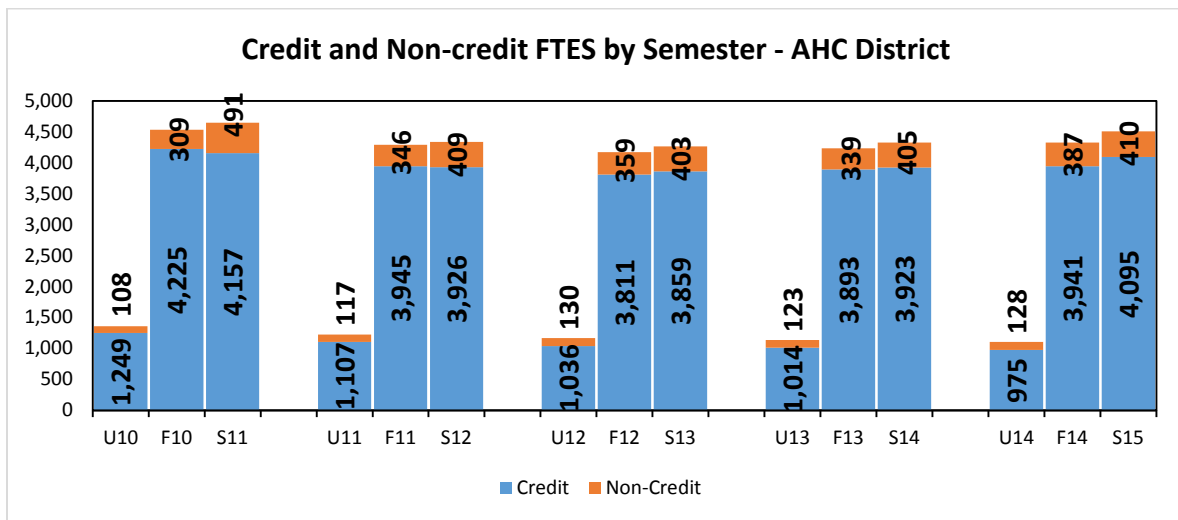
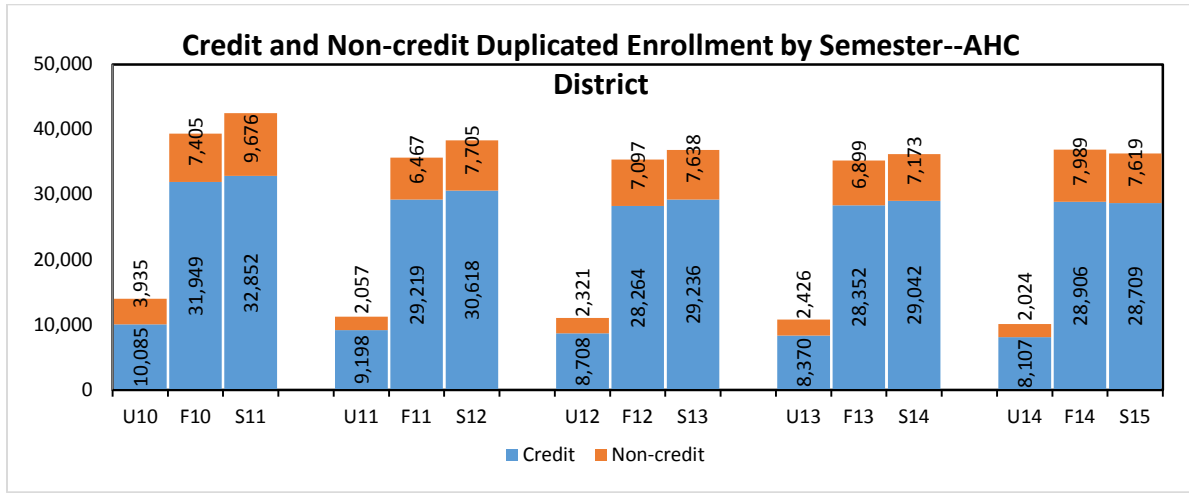
Allan Hancock College is located in northern Santa Barbara County on California’s Central Coast, serving a working-class community steeped in agriculture and light industry. Our success allows us to regularly highlight students who have overcome the odds. Just this year we had two students named to the first team of the California Community College All-Academic Team. One is a recent immigrant who spoke no English when she arrived, and the other is a young man who overcame life obstacles that would make most of us give up. We certainly celebrate those who overcome the odds – but that is not enough. Our focus is on the larger goal of *changing the odds* for our community.

Our community supports us in changing the odds within the region. Our industry partners have invested millions of dollars to support programs that lead to well-paying jobs in health sciences, machining, law enforcement, public safety and agricultural support. Our students are able to enjoy state-of-the-art facilities and technology thanks to \$180 million bond authorized by local taxpayers. The college has also received nearly \$13 million in new external funding since the 2013-14 academic year.

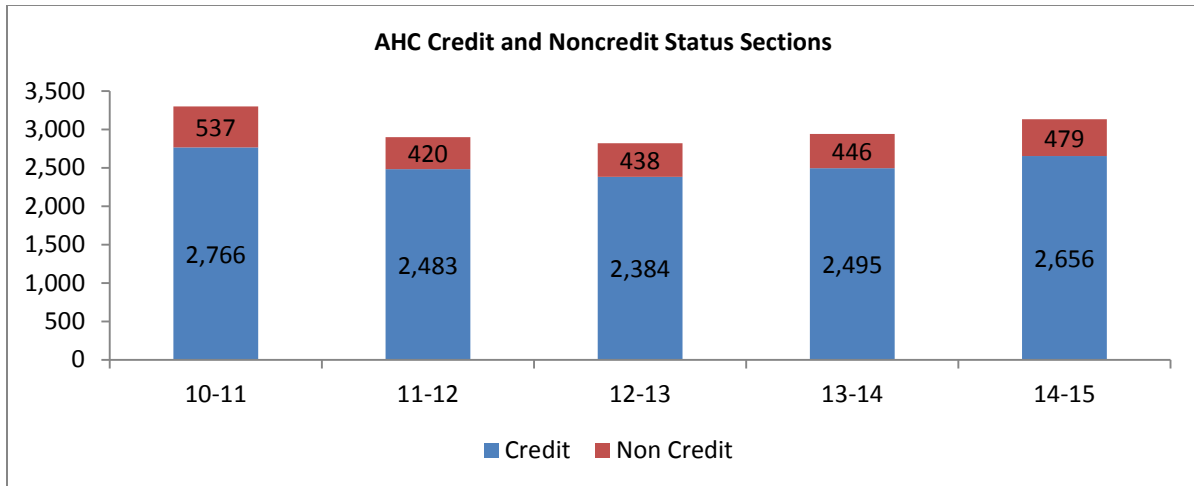
As a public community college in California, enrollments at AHC are driven largely by economic conditions. The college attained peak headcount, duplicated enrolled, and FTES in the 2010-11 academic year before statewide reductions in funded enrollment. Fall 2014 credit headcount of 10,523 was 87% of fall 2010 headcount of 12,087. Fall noncredit headcount in 2014 (noncredit only) was 2,688, just slightly below that of 2010. Summer headcount steadily declined from 2010 to 2014 (summer is denoted as “U” in the charts).



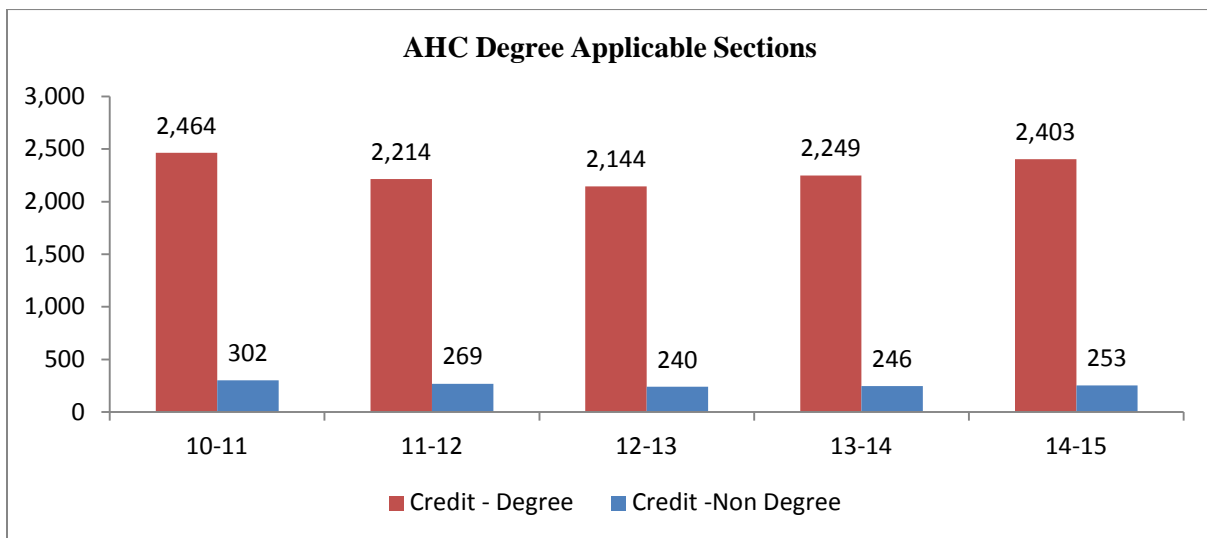
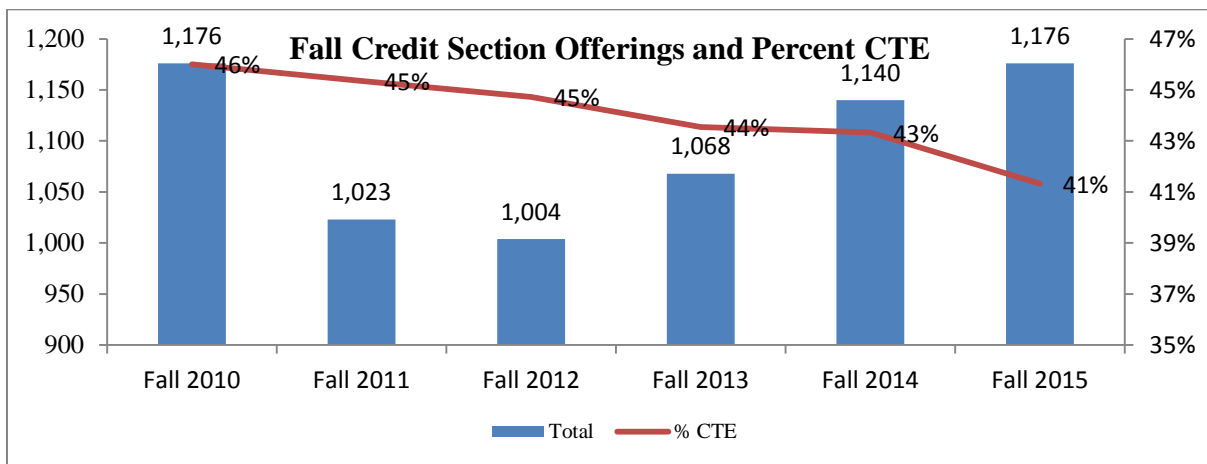
From 2010 to 2013 spring duplicated enrollment was larger than fall; but the trend reversed in 2014.



The college has responded to the post-recession mandate to grow by adding sections, yet the countercyclical demand for education has mitigated growth.

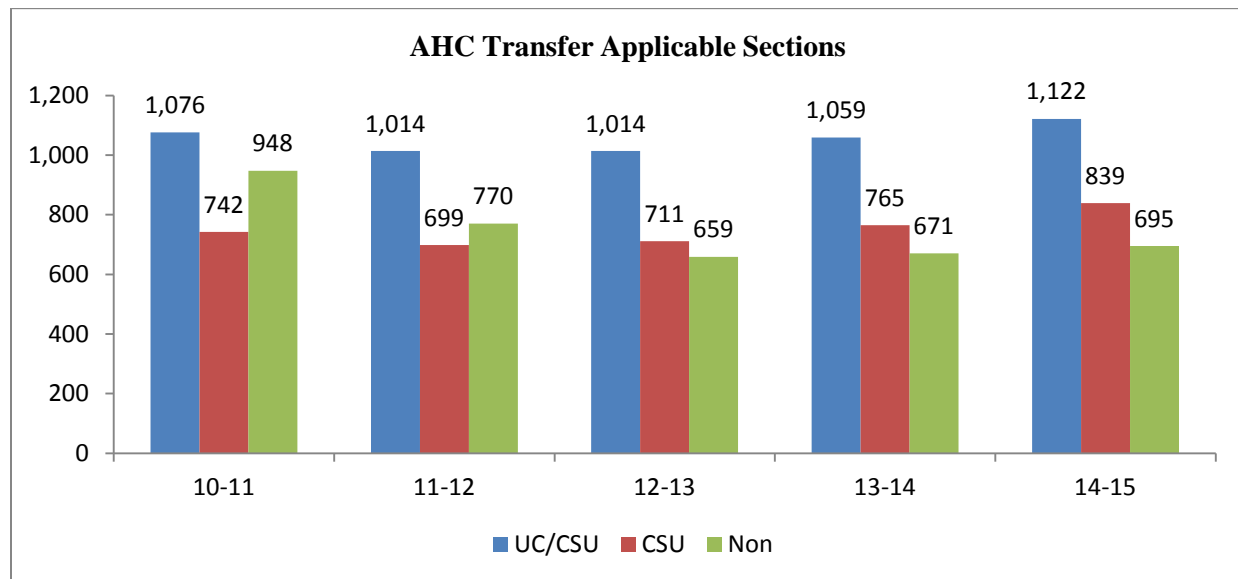


After state funded declines in sections hit a low in fall 2012, the college grew by 17% in course offerings in fall 2015. Because lecture based offerings tend to be less costly, growth in non-CTE courses has outpaced the offering of CTE courses.



Degree applicable course sections have increased since 2011-12, but the number of non-degree applicable sections has not returned to pre-recession levels. Like many community colleges, AHC has put efforts in place to accelerate students through the lowest level of developmental education and shifted the emphasis on degree applicable courses.

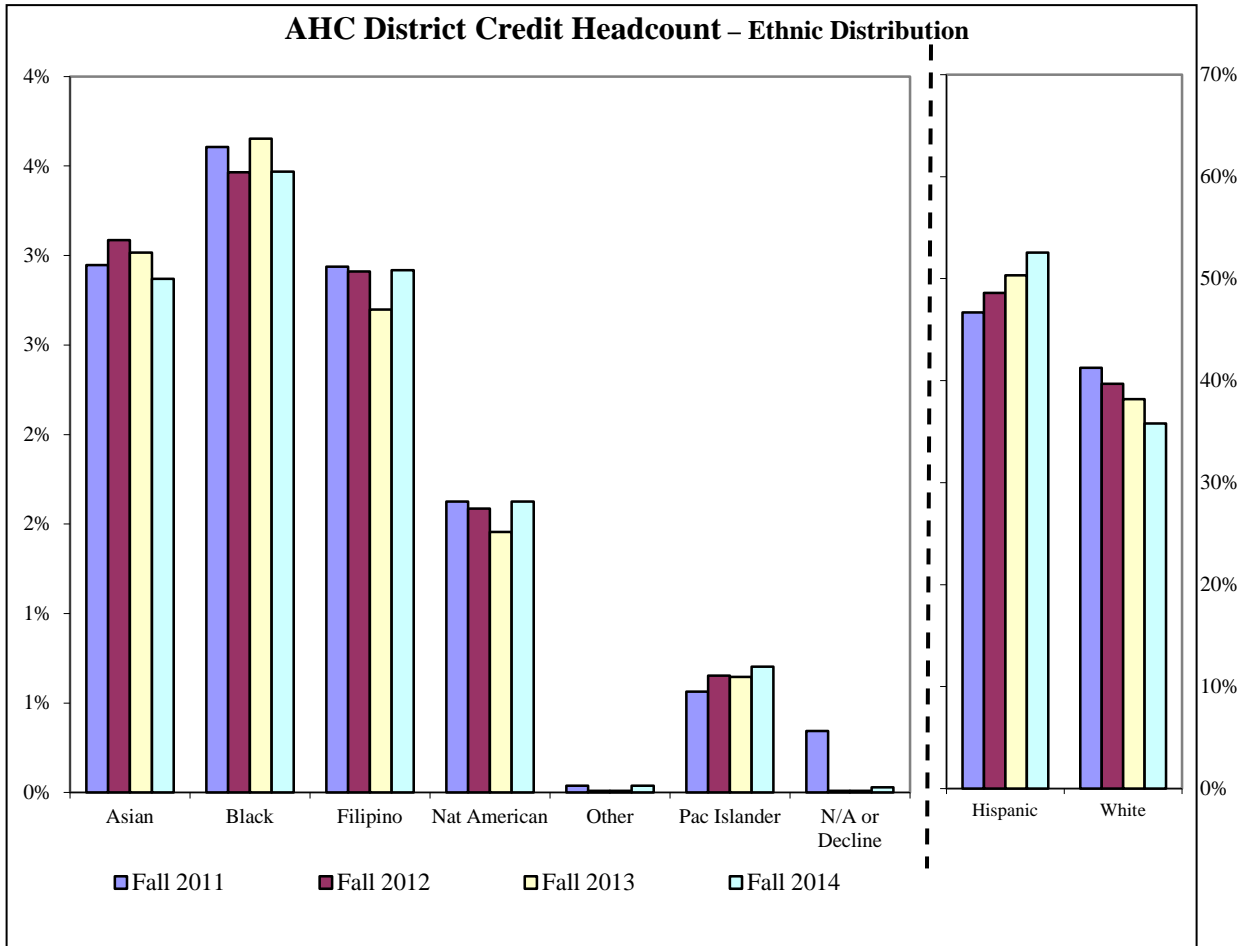
Consistent with the comparison of degree and non-degree applicable offerings, the College has responded to the need to grow course offerings in transferable courses (UC and CSU), while non-transferable courses have increased from a low in 2012-13, but have not reached the pre-recession levels. These outcomes reflect a growing reliance on the college for students pursuing a bachelor’s degree.



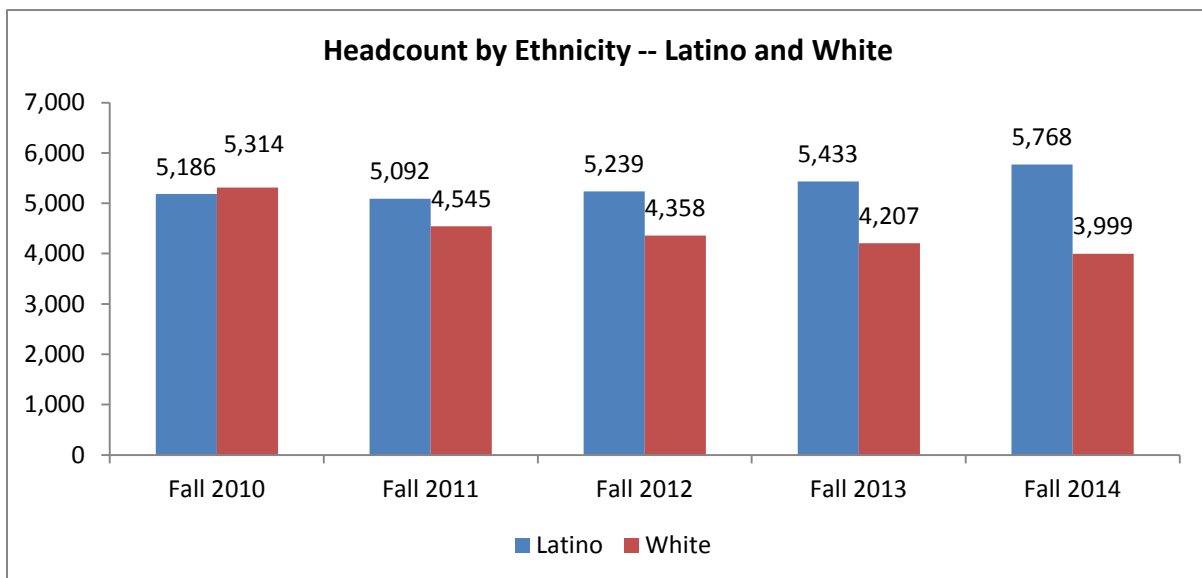
The ethnic changes in credit headcount reflects that of the community both in growth and in the relative distribution of ethnic groups. Almost 90% of credit students are either Hispanic/Latino or white, and the growth in student count is among the Latino population.

Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	#	% of total	#	% of total	#	% of total	#	% of total
Asian	308	2.9%	317	3.1%	313	3.0%	302	2.9%
Black	377	3.6%	356	3.5%	379	3.7%	365	3.5%
Filipino	307	2.9%	299	2.9%	280	2.7%	307	2.9%
Nat American	170	1.6%	163	1.6%	151	1.5%	171	1.6%
Other	4	0.0%	1	0.0%	1	0.0%	4	0.0%
Pac Islander	59	0.6%	67	0.7%	67	0.6%	74	0.7%
N/A or Decline	36	0.3%	1	0.0%	1	0.0%	3	0.0%
Hispanic/Latino	4881	46.7%	4992	48.6%	5222	50.3%	5528	52.5%
White	4311	41.2%	4077	39.7%	3962	38.2%	3768	35.8%
Total	10453	100.0%	10273	100.0%	10376	100.0%	10522	100.0%

Source: Fact Book 2015 Institutional Research and Planning

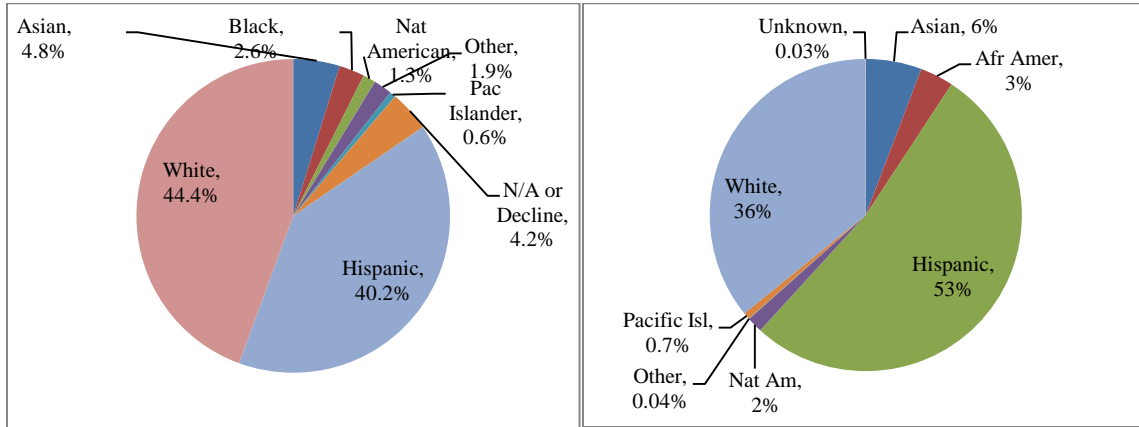


Source: Fact Book 2015 Institutional Research and Planning

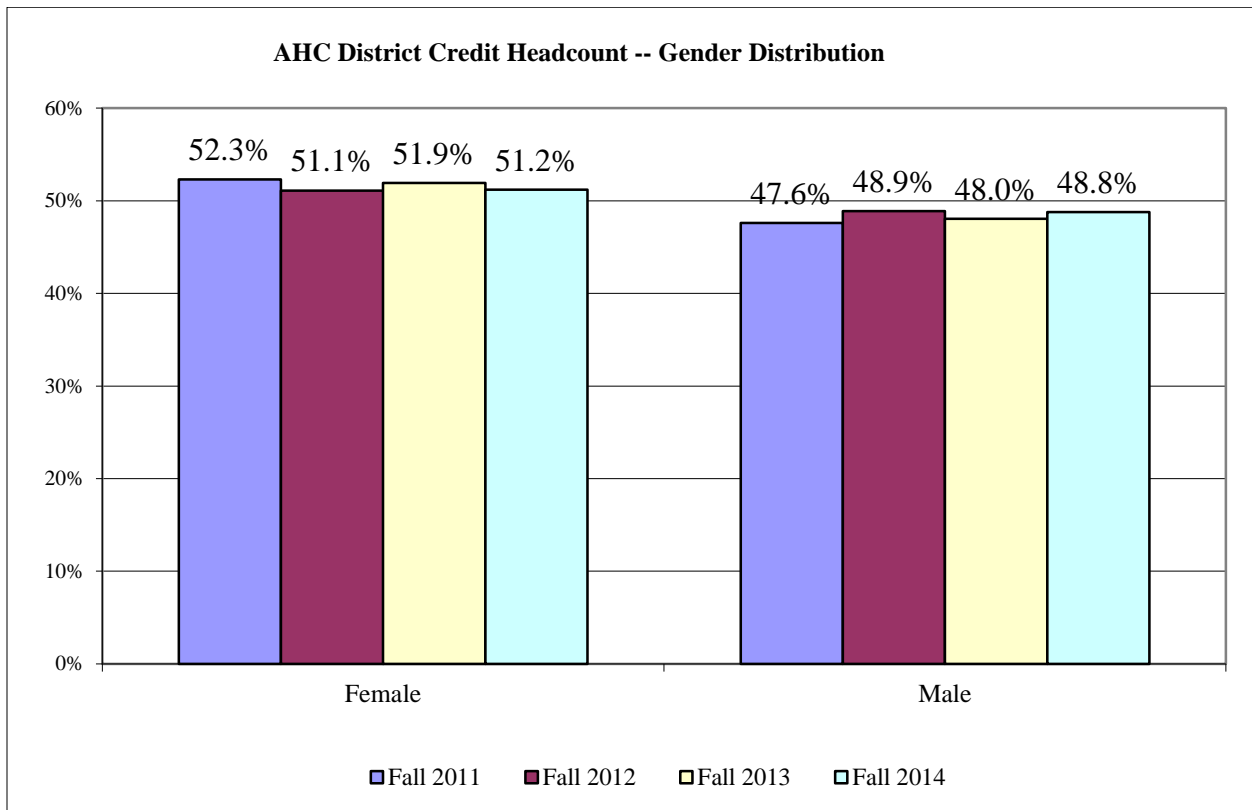


Looking back to 2008 before the impact of the recession, the distribution of enrollment by ethnicity was considerably different with 44.4% white and 40.2% Hispanic/Latino.

**Fall 2008 and 2014 Ethnicity Distribution**



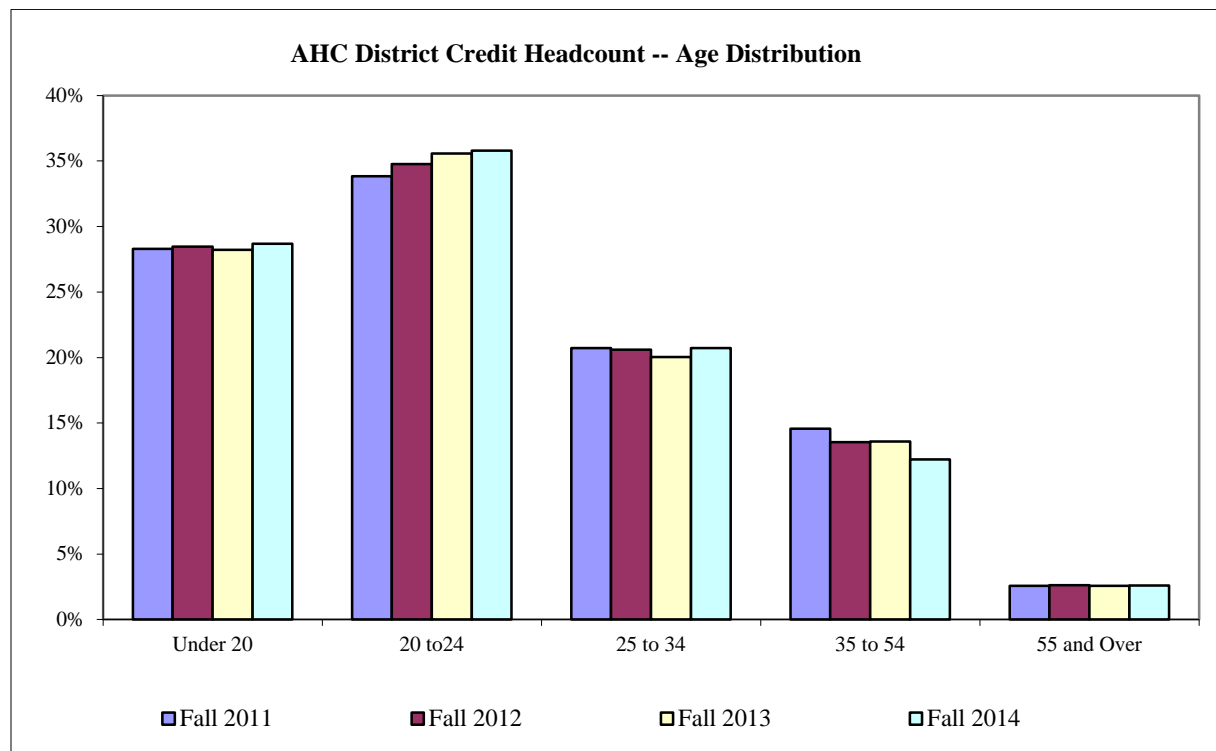
There is little difference from year to year in the distribution of enrollment by gender, with 51 to 52% female enrollment.



Approximately 63% of credit students are below the age of 25 in the last four fall terms. There has been a slight increase in the percent of those age 20 to 24 and a slight decrease among those age 35 to 54.

AHC District Credit Headcount								
Age	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	#	% of total	#	% of total	#	% of total	#	% of total
Under 20	2959	28.3%	2924	28.5%	2929	28.2%	3018	28.7%
20 to 24	3537	33.8%	3572	34.8%	3691	35.6%	3766	35.8%
25 to 34	2166	20.7%	2117	20.6%	2078	20.0%	2179	20.7%
35 to 54	1522	14.6%	1392	13.6%	1410	13.6%	1287	12.2%
55 and Over	269	2.6%	268	2.6%	268	2.6%	272	2.6%
Unknown	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	10454	100.0%	10273	100.0%	10376	100.0%	10522	100.0%
Average Age	26.2		26.0		25.9		24.2	

Source: Fact Book 2015 Institutional Research and Planning

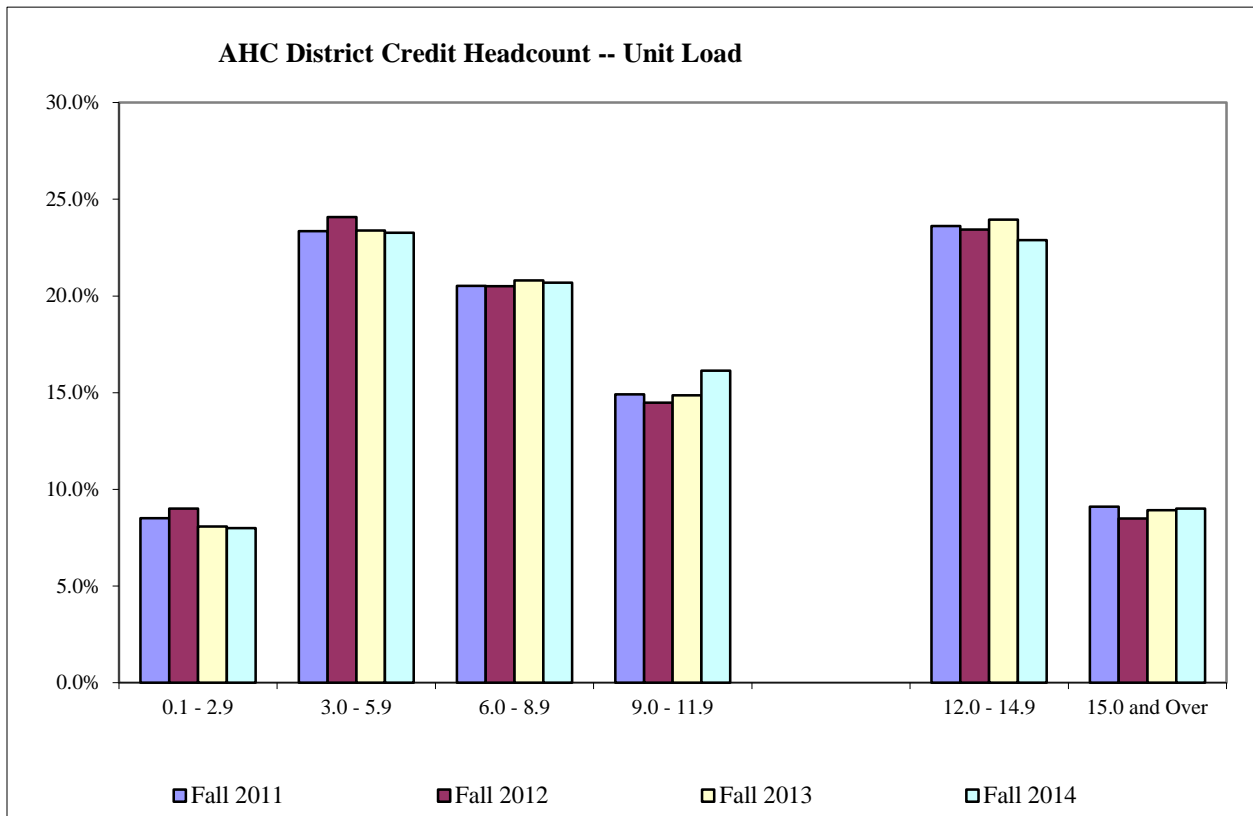


Source: Fact Book 2015 Institutional Research and Planning

Students enroll in 8.3 units average in the fall term, with about 32% taking 12 or more units.

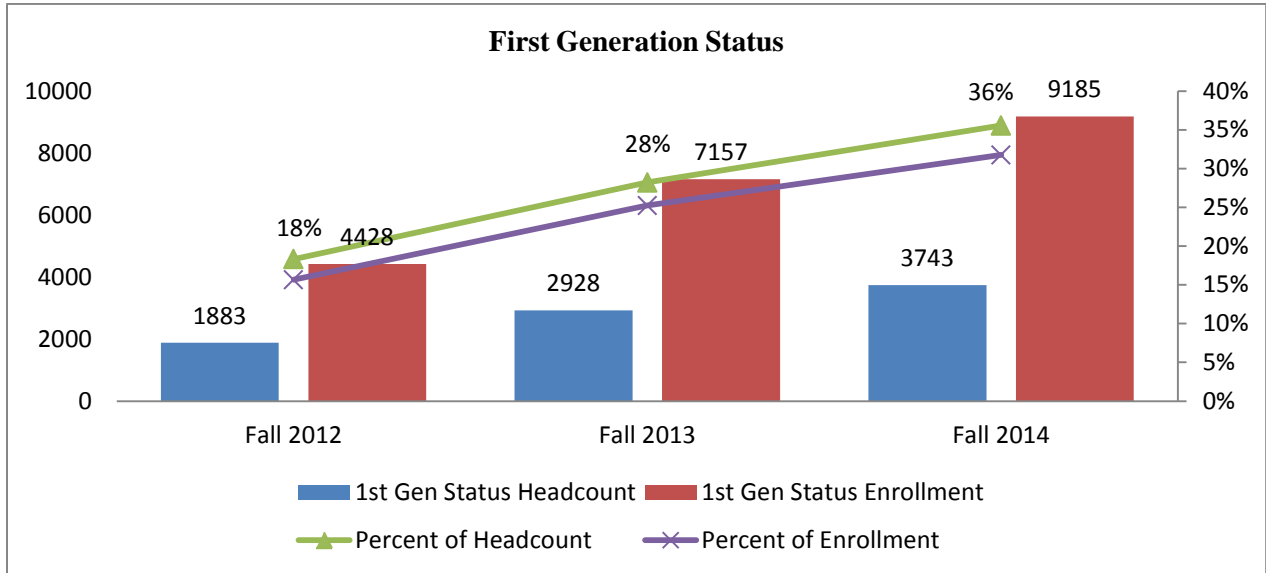
<b>AHC District Credit Headcount</b>								
<b>Unit Load</b>	<b>Fall 2011</b>		<b>Fall 2012</b>		<b>Fall 2013</b>		<b>Fall 2014</b>	
	<b>#</b>	<b>% of total</b>	<b>#</b>	<b>% of total</b>	<b>#</b>	<b>% of total</b>	<b>#</b>	<b>% of total</b>
0.1 - 2.9	889	8.5%	925	9.0%	839	8.1%	841	8.0%
3.0 - 5.9	2441	23.4%	2474	24.1%	2426	23.4%	2449	23.3%
6.0 - 8.9	2145	20.5%	2107	20.5%	2158	20.8%	2177	20.7%
9.0 - 11.9	1558	14.9%	1488	14.5%	1543	14.9%	1698	16.1%
12.0 - 14.9	2468	23.6%	2407	23.4%	2484	23.9%	2409	22.9%
15.0 and Over	952	9.1%	872	8.5%	926	8.9%	948	9.0%
<b>Total</b>	<b>10453</b>	<b>100.0%</b>	<b>10273</b>	<b>100.0%</b>	<b>10376</b>	<b>100.0%</b>	<b>10522</b>	<b>100.0%</b>
<b>Average # Units Taken</b>	8.3		8.2		8.3		8.3	

Source: Fact Book 2015 Institutional Research and Planning

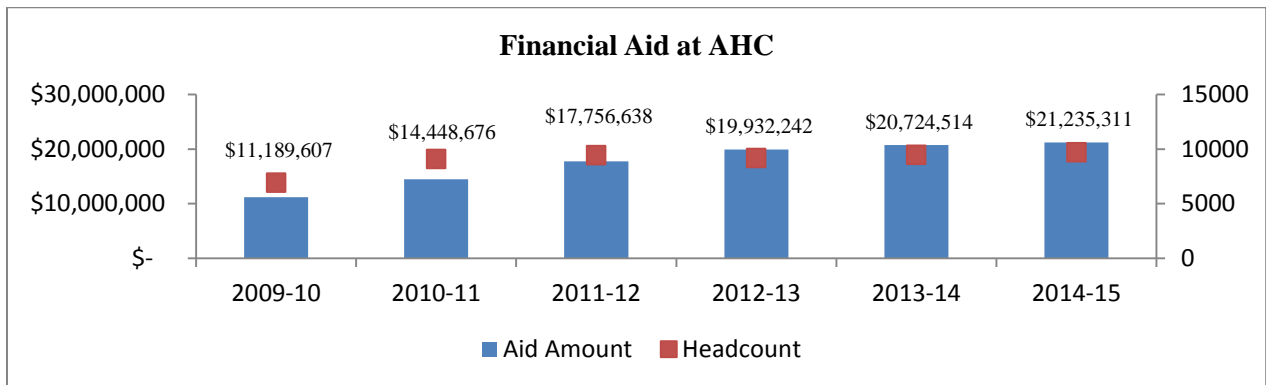


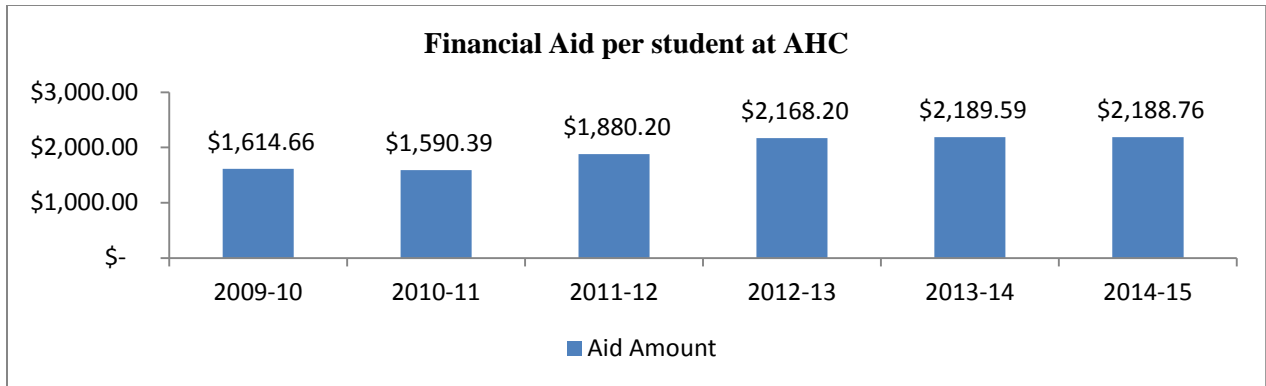
Source: Fact Book 2015 Institutional Research and Planning

Along with the regional trend in population growth among households of lower SES status, there has been an increase at AHC in the number and percent of students who are first generation; these are students who come from households where neither parent has more than a high school education.

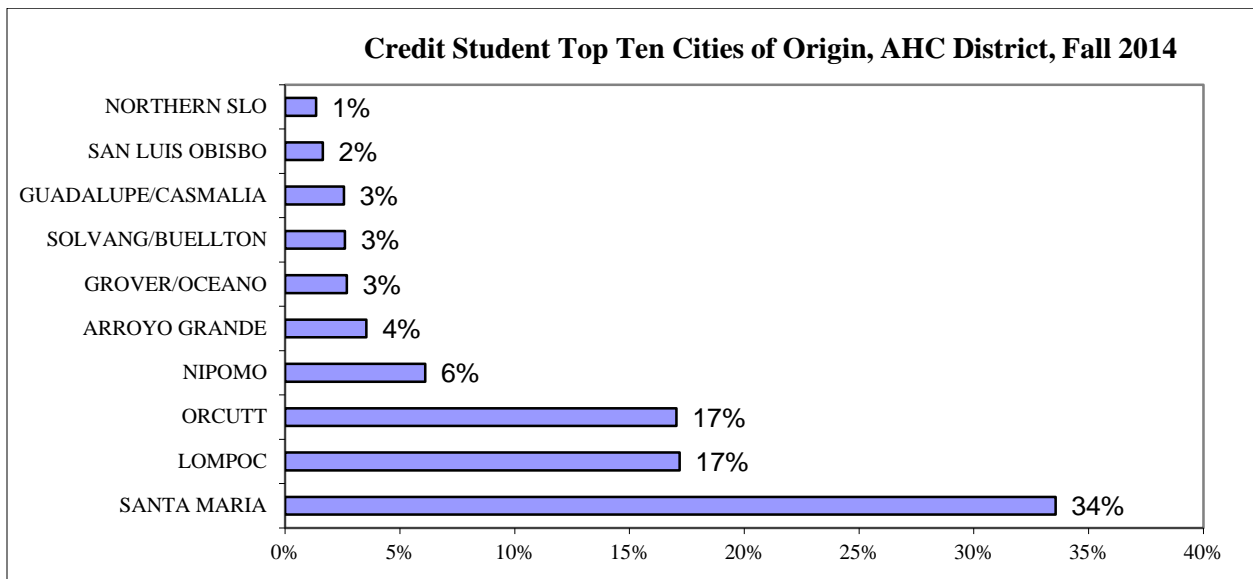


The college has continued to make aid available for students. From 2009-10 until 2013-14 total financial aid disbursements outpaced the increase in enrollment. Aid grew in 2014-15 at a rate that matched the increase in enrollment.



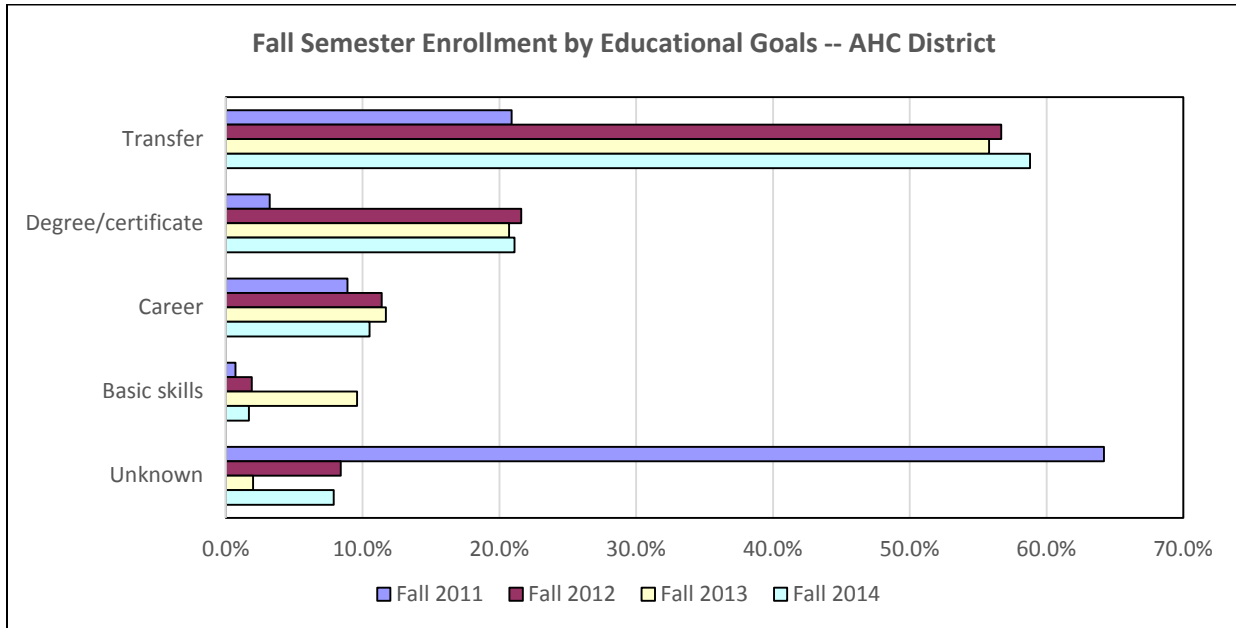


One third of the students enrolled at the College come from the city of Santa Maria, followed by Lompoc, Orcutt, and Nipomo. The fourth, fifth and six largest areas of contribution to enrollment are in south San Luis Obispo County.

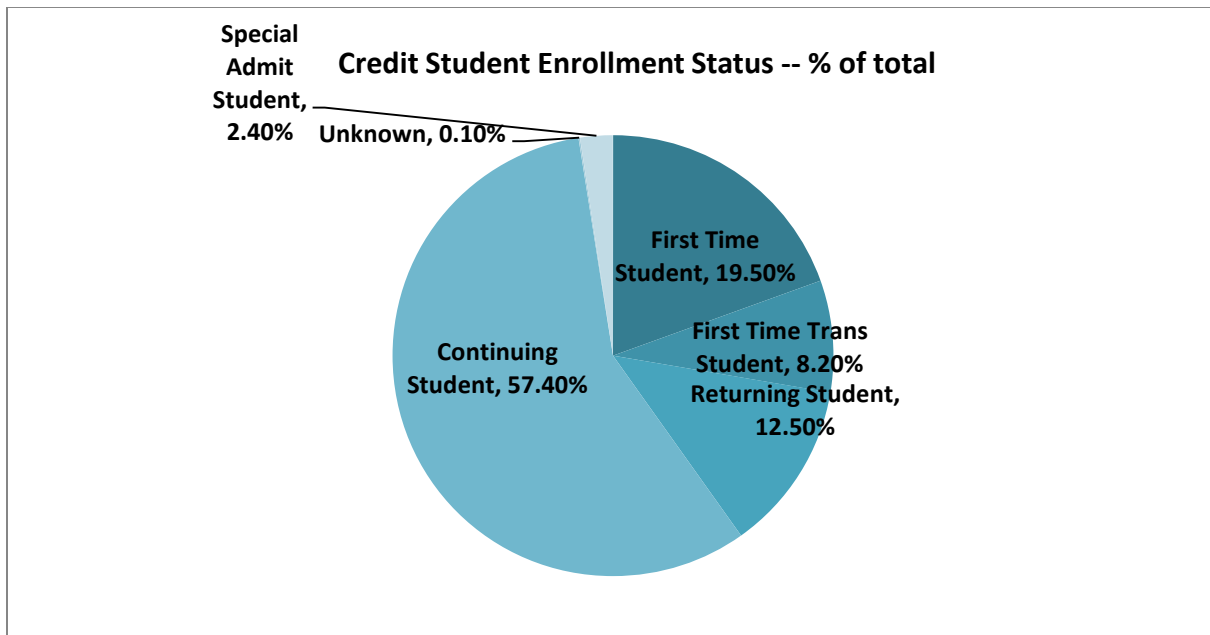


Largest Decline Since 2008		Larget Increase Since 2008	
Arroyo Grande	-1.20%	Santa Maria	4.5%
Vandenberg	-0.90%	Solvang/Buellton	0.3%
Orcutt	-0.90%	Goleta	0.2%
San Luis Obispo	-0.80%	Guadalupe/Casmalia	0.2%
Northern SLO County	-0.80%	Santa Ynez/Los Olivos	0.1%

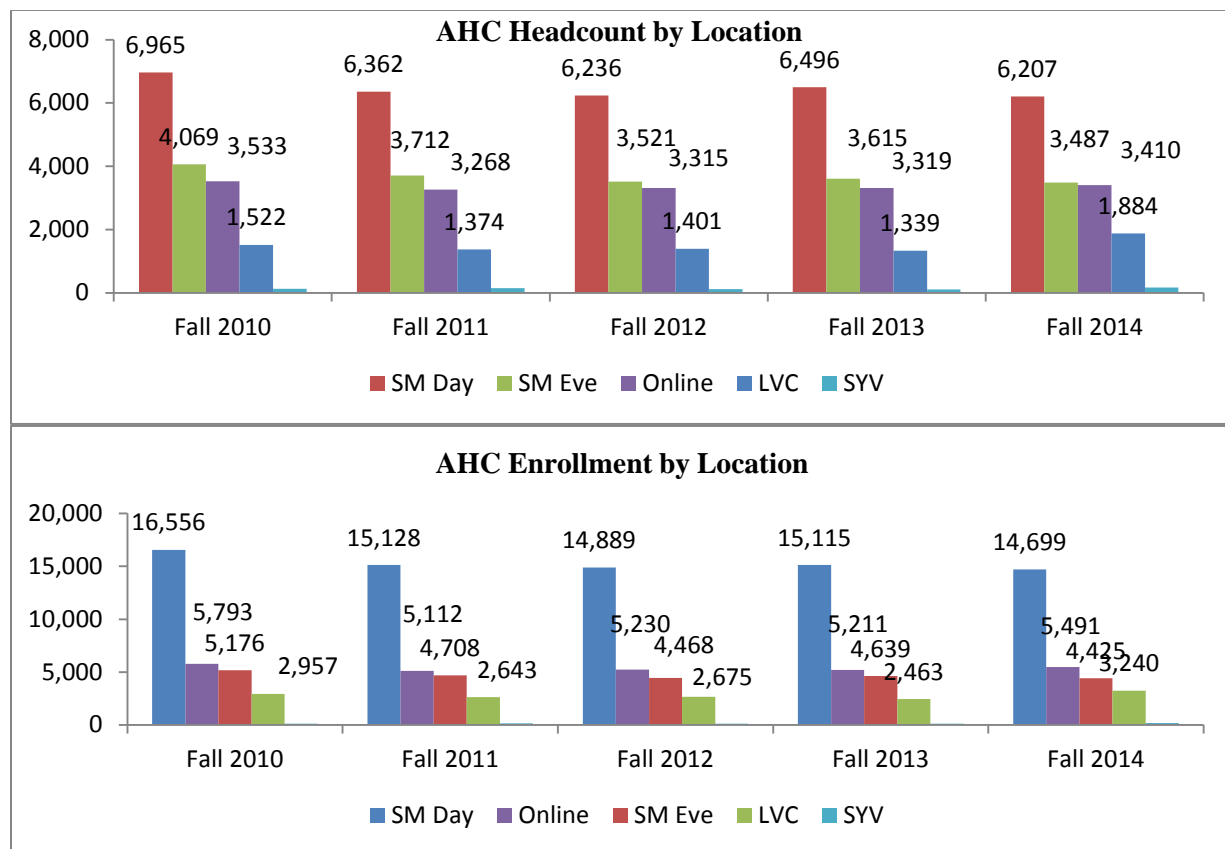
Almost 60% of AHC students indicate a goal of transfer, which may also include an associate degree as well. For those who do not intend to transfer, slightly more than 21% express a goal to earn a degree or certificate.



In a recent fall term, one in five credit students were first-time, while another 8% were enrolled at another college and enrolled at AHC for the first time.



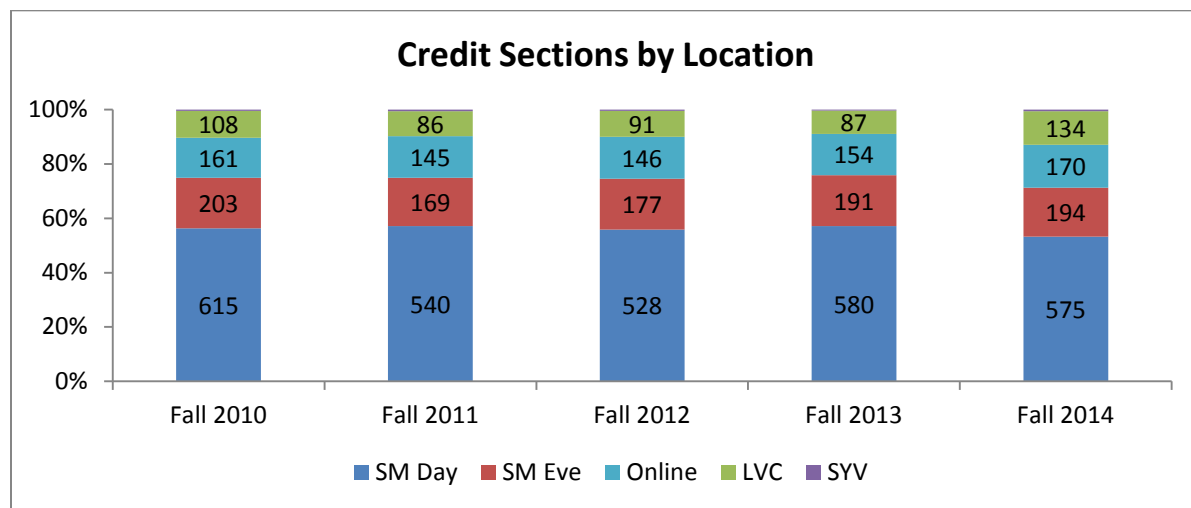
Students enrolled during the day at the Santa Maria campus comprise the largest contribution in both headcount and duplicated enrollment. For Santa Maria day students, both headcount and duplicated enrollment fell from 2010 to 2012, increased in fall 2013 and declined in 2014. Until 2014, Santa Maria evening had the second largest headcount among the four areas shown below, but there were over five hundred fewer students enrolled in the evening at the main campus than in 2010. Both headcount and duplicated enrollment at the Lompoc Valley Center grew in fall 2014 with the shift of public safety to the Lompoc location. While the headcount of students enrolled online has been less than Santa Maria evening, these students have typically enrolled in more sections per student.



Among the various locations that courses are offered within the district, including online, students at Santa Ynez, Vandenberg Airforce Base (AFB), and LVC most likely to enroll only at one location (93%, 62%, and 53% respectively). Students who enroll in the evening at the main campus are most likely to enroll in other locations, including day time and online (DL). Slightly more than one-third of students taking distance learning class enroll exclusively online.

Fall 2014 Enrollment at Multiple Locations										
	Total Headcount	Only at Location	%	And Other Locations						
				SM Day	SM Eve	LVC	Santa Ynez	VAFB	DL	Other
<b>SM Day</b>	6168	1861	30.2%		2099	471	7	2	1272	73
<b>SM Eve</b>	3478	824	23.7%			213	0	2	727	4
<b>LVC</b>	1864	986	52.9%				5	14	382	8
<b>Santa Ynez</b>	177	164	92.7%					0	4	0
<b>VAFB</b>	50	31	62.0%						10	0
<b>DL</b>	2910	1056	36.3%							15
<b>Other</b>	378	362	95.8%							

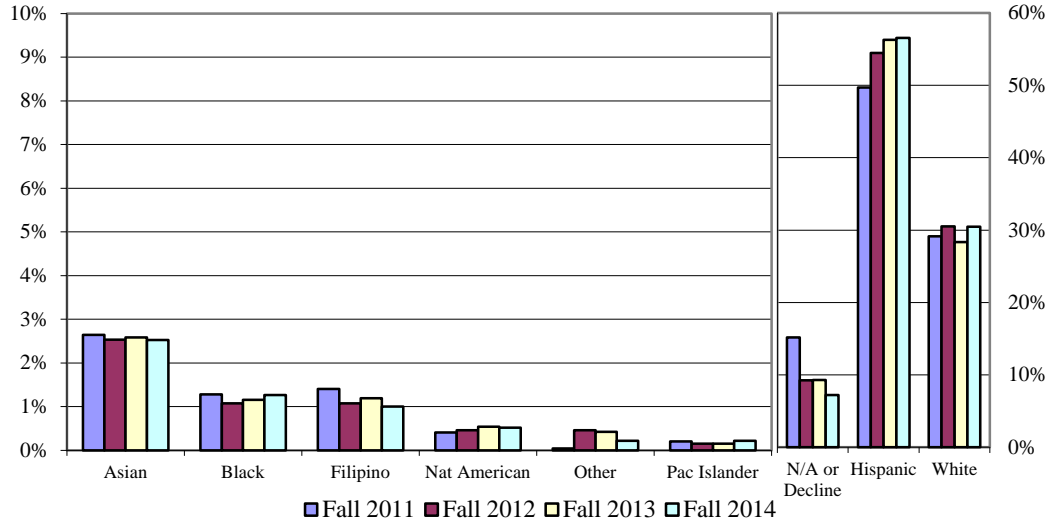
Credit section offerings have grown above the recession level lows for the LVC and online; sections at the main campus during evening and day in fall 2014 were still below the levels of 2010.



## Noncredit Student Population

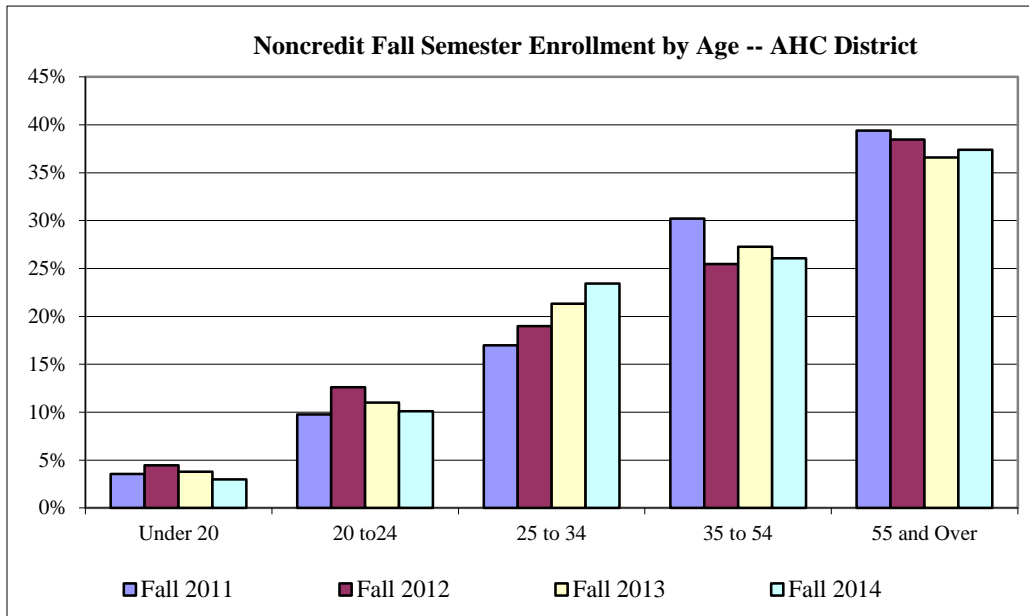
In fall 2014 there were almost 3,000 noncredit students (students enrolled ONLY in noncredit) at AHC. With a strong focus in ESL and GED education, the noncredit program has a larger percentage of Latino students than in the credit program.

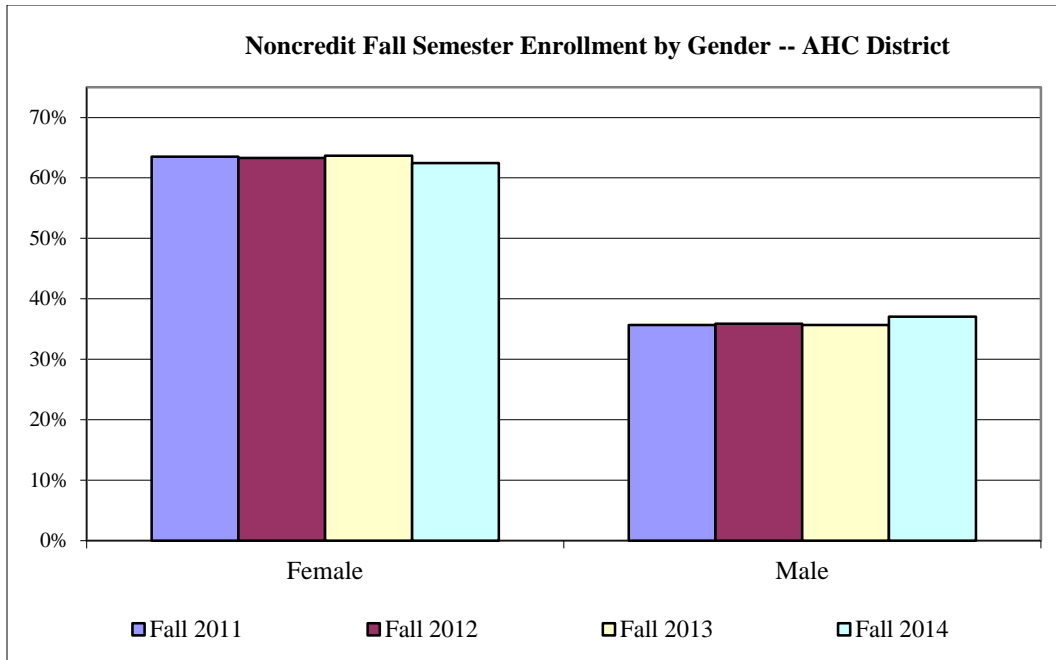
**AHC District Noncredit Headcount – Ethnic Distribution**



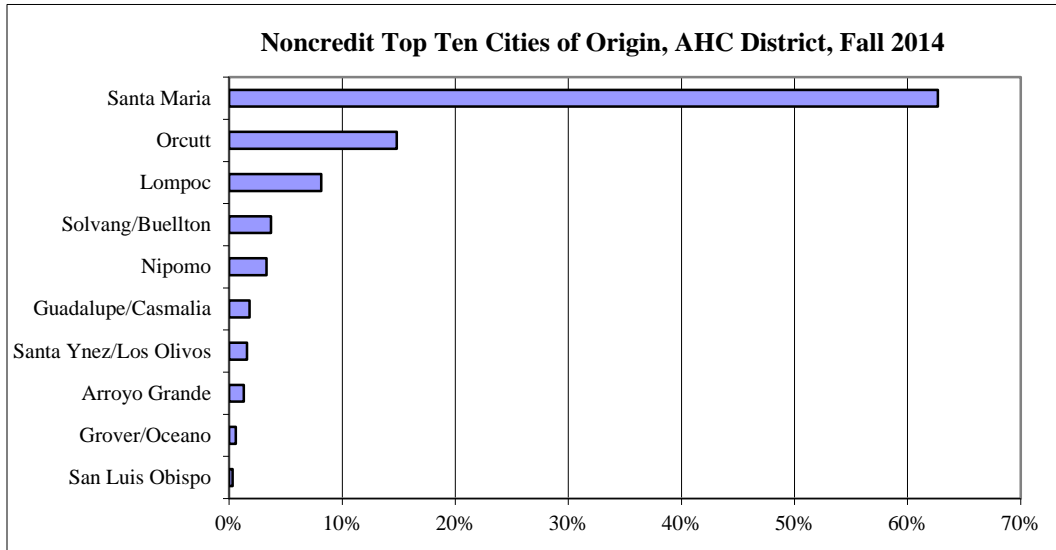
With a focus in skills building and programs for older adults, the age distribution in noncredit is older than in credit.

**Noncredit Fall Semester Enrollment by Age -- AHC District**





Compared to Credit courses, students in noncredit are not only older, but a larger percentage are female and reside in the city of Santa Maria.



## **Student Outcomes and Achievement**

In 2016, Allan Hancock College was once again nominated as one of the top 10 community colleges in California and top 150 in the US by the Aspen Institute. The College's mission is to provide quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community. Through various integrated programs and services, AHC addresses student needs from a holistic approach that promotes student success by supporting six success factors identified in the Strategic Plan: Ensure students are directed, focused, nurtured, engaged, connected, and valued.

AHC continues to offer innovative and successful student success initiatives that produce results. The college's educational pathways and career tracks are designed to take students from basic education to associate degrees, gainful employment, or transfer to earn a bachelor degree. Students are supported throughout their academic career with academic retention programs, many of which target students from underrepresented and underserved populations. During the 2014-15 academic year, Hancock College launched a Bridges to Success program to improve student equity outcomes for graduating high school seniors. Bridges to Success students had a 91 percent successful course completion rate in spring 2015.

Within the last year, the college worked with dozens of community organizations to start the Student Emergency Fund and Veteran Emergency Loan programs. Already, both programs have helped almost 80 students stay in college by assisting them during times of need with funds, services and resources. AHC opened an on-campus Veteran Success Center in 2015 to provide a centralized location for veterans and their dependents to study and receive essential services and resources. Aided by a \$1.2 million state grant, the college is also ramping up a pilot program to provide more comprehensive services on- and off-campus for foster youth.

AHC is also one of three community colleges in the nation to be the lead partner in the *Bridges to the Baccalaureate* program. The federally-funded program provides comprehensive academic support and guidance partnership between AHC and California Polytechnic State University, San Luis Obispo (Cal Poly) for underrepresented students who wish to transfer to a university and pursue careers in the biomedical or behavioral sciences fields. Each student receives paid-summer research internships in biology labs with Cal Poly professors. In the last five years of the program, nearly 70 percent of Bridges students have transferred to four-year universities, such as Cal Poly, San Luis Obispo. Hancock College received a five-year extension to continue the program through 2019.

Hancock College students consistently achieve high transfer acceptance rates each year. In 2014-15, more than 600 students, or approximately 67 percent of our graduates, transferred to four-year institutions. Our students in the Class of 2015 posted the highest transfer acceptance rate in the state to Cal Poly for the 14<sup>th</sup> straight year, and Hancock College's acceptance rate was three times the statewide average.

## **Institutional Set Standards**

The college strives for success in achievement and learning outcomes of the students in various measures of student attainment. Institutional set standards are established for completion, awards and transfer based on five year averages set at 95% of the average. The methodology of all institutional set standards is reaffirmed at the college annual planning retreat.

Allan Hancock assesses both course completion and success rates as part of the Institutional Set Standards. Completion rates over the five year span analyzed have ranged between 86 and 89%, with the low in fall 2010. Similarly, course success rates have varied by 3 percentage points between 68 and 71% with a low in fall 2010. The 2010-11 academic year happened to coincide with peak enrollments and FTES for the College as enrollments were growing in both returning and displaced workers and recent high school graduates increasingly denied access to four-year institutions out of high school. AHC reports both total degrees and certificates as well as unduplicated (headcount) counts because many students earn multiple awards; reporting unduplicated counts provides a more accurate assessment of how many students are actually successful. Trends in degrees and certificates reflect enrollment patterns as well as the addition and discontinuance of degrees available. For example, the drop in 2009-10 in degrees is accounted for by a phasing out of “Liberal Arts” degrees, later replaced by Liberal Arts – Non Transfer and Liberal Arts – Transfer. The addition of ADTs will continue to add to the completion data. As a result of section reductions and scaling back, the number of students earning a degree or certificate hit a low in 2011-12, but have grown considerably since then (by 29% in certificates and 23% in degrees). Transfer counts show an increase from the low in 2010, but given AHCs lack of proximity to a CSU (Cal Poly does not comply with transfer agreements), students are greatly impacted by cost and geography.

**ACCJC Institutional Standards**

Measure	AHC Data								AHC Standard *
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	
Course completion rate	87%	89%	89%	86%	87%	87%	87%	87%	82%
Successful course completion rate	70%	70%	70%	68%	69%	70%	71%	70%	66%
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
Number of degrees awarded	1009	988	891	1019	909	954	1151	1237	1001
<i>Degrees - Unduplicated</i>	749	760	644	717	704	718	814	867	
Number of certificates awarded	294	543	636	669	562	640	720	746	634
<i>Certificates - Unduplicated</i>	285	538	618	627	543	601	667	703	
<i>AHC cohort year, 4-yr enrollment year</i>	N/A	<i>AHC 2007-08, 4-yr 2008-09</i>	<i>AHC 2008-09, 4-yr 2009-10</i>	<i>AHC 2009-10, 4-yr 2010-11</i>	<i>AHC 2010-11, 4-yr 2011-12</i>	<i>AHC 2011-12, 4-yr 2012-13</i>	<i>AHC 2012-13, 4-yr 2013-14</i>	<i>AHC 2013-14, 4-yr 2014-15</i>	
Transfers to 4-yr	N/A	1577	1538	1423	1523	1544	1622	1560	1458
<i>CSU</i>		610	619	424	620	613	708	641	
<i>UC</i>		149	169	122	132	180	131	136	
*AHC standard is 95% of the most recent 5 year average									

AHC assesses outcomes of students in programs leading to licensure and employment and establishes institutional set standards based on a 95% threshold of five year averages.

### Allan Hancock College Licensure Exams & Pass Rates

Program	2010/11		2011/12		2012/13		2013/14		2014/15		Five Year Ave.	Inst. Set Standard
	N	%	N	%	N	%	N	%	N	%		
Registered Nursing - NCLEX	33	85%	37	86%	35	83%	34	79%	36	81%	83%	79%
Licensed Vocational Nurses (LVN)	32	94%	28	100%	27	100%	29	97%	33	97%	98%	93%
Dental Assisting - Practical Exam	29	96%	28	99%	24	83%	17	63%	24	86%	85%	81%
Dental Assisting - Written Exam	29	100%	28	100%	24	100%	10	100%	29	100%	100%	95%
Dental Assisting - Law & Ethics	29	100%	28	89%	24	100%	14	100%	29	94%	97%	92%
Certified Nursing Assistant (CNA) - Written Exam	57	100%	58	100%	58	100%	56	100%	55	91%	98%	93%
Certified Nursing Assistant (CNA) - Skills Exam	56	98%	58	96%	58	96%	56	96%	55	100%	97%	92%
Cosmetology - Written	9	92%	16	82%	36	82%	35	74%	50	94%	85%	81%
Cosmetology - Practical	9	92%	17	84%	41	93%	39	87%	47	85%	88%	84%
Law Enforcement Academy	31	72%	33	72%	43	69%	55	74%	43	75%	73%	69%

\*AHC standard is 95% of the most recent 5 year average

Allan Hancock College Licensure Exams & Pass Rates	2010/11		2011/12		2012/13		2013/14		2014/15		5 Year Ave.	Inst. Set Standard
	N	%	N	%	N	%	N	%	N	%		
Registered Nursing - NCLEX	33	85%	37	86%	35	83%	34	79%	36	81%	83%	79%
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Law Enforcement Academy	31	72%	33	72%	43	69%	55	74%	43	75%	73%	69%

### Institutional Effectiveness Partnership Initiative Goals

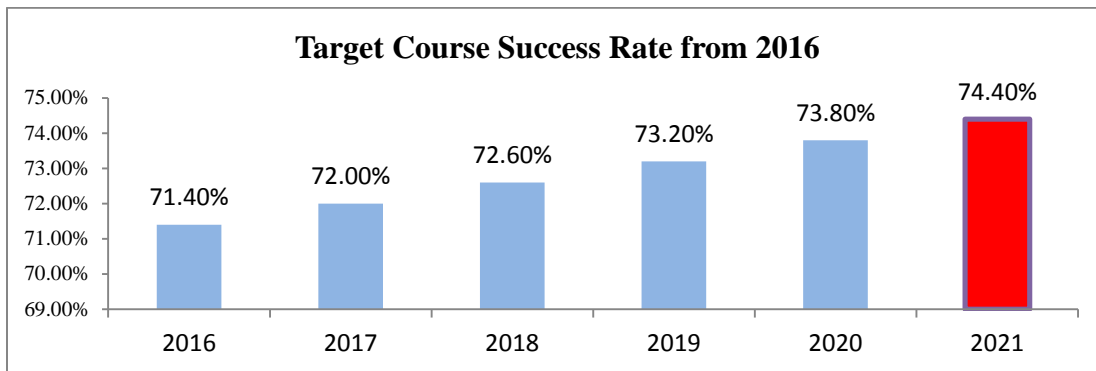
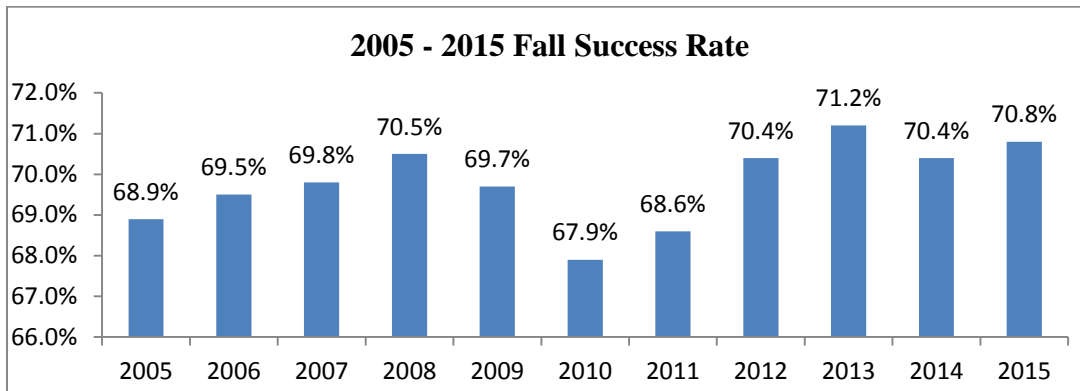
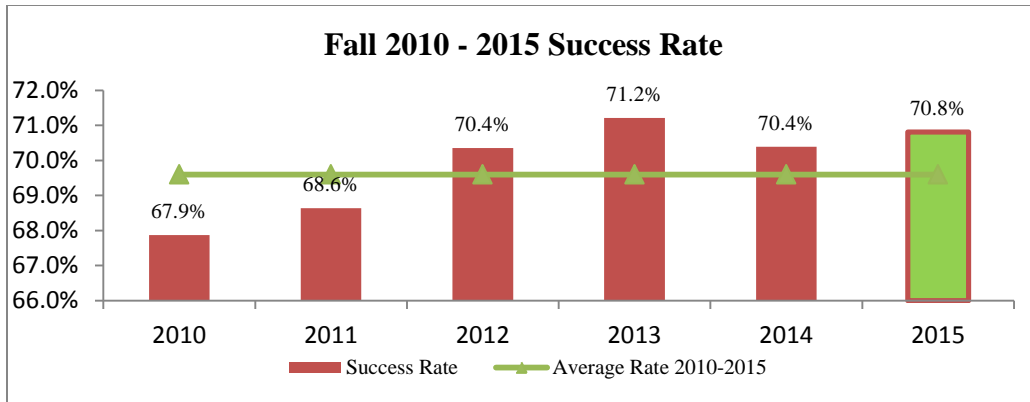
In addition to Institutional Set Standards, which set a minimum threshold, AHC has established aspirational goals for fall course completions and completion of outcomes for six-year cohorts (outcomes include award, transfer preparedness, and transfer).

#### Fall Course Success Rates

The College’s Institutional Effectiveness Council recommended this year to integrate IEPI goal setting with other college planning processes; the recommended focus is towards equity in student outcomes using the metric in the Student Equity Plan (percentage point gap). Using the most recent five year period the data are as follows:

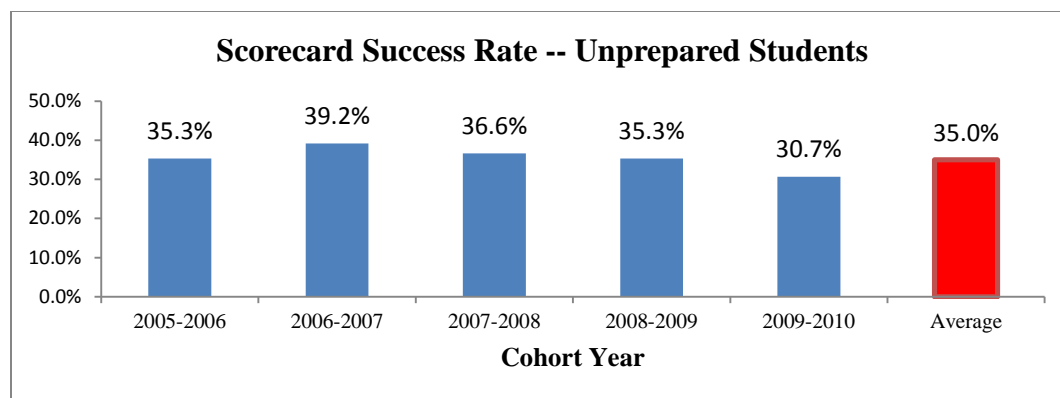
Average Success Rate 2010 - 2015					
	N	Success	% Success	Gap	Addn'l For Equity
African-American	5,300	3,294	62.1%	-7.6%	402
American Indian/Alaskan Native	1,122	766	66.6%	-3.0%	34
Asian	7,427	5,616	75.4%	5.8%	
Hispanic	90,910	60,379	66.1%	-3.5%	3,188
Multi-Ethnicity	5,861	4,113	69.5%	-0.1%	
Pacific Islander	759	496	66.0%	-3.7%	28
Unknown	834	621	74.4%	4.8%	
White Non-Hispanic	62,710	46,868	74.5%	4.9%	
Total	174,923	122,153	69.6%	0.0%	3,651
<b>Success Rate at equity</b>	<b>174,923</b>	<b>125,804</b>	<b>74.5%</b>		

The table compares five-year fall course success rates among ethnic groups to the overall average rate, with a gap where a group fell below the overall. Success Rate at Equity is the hypothetical rate if the groups below the average came up to the average and the rest of the groups remained unchanged. Looking at these data and the following charts, IEC established a one-year goal of 71.4% and a six-year goal of 74.4%



## Six Year Cohort Success Rates

Because students who are academically unprepared and placed into developmental courses complete an outcome at a rate well below those who are prepared (64.5% for prepared and 30.7% for unprepared), IEC recommended a focus on unprepared students, again with a focus on equity.



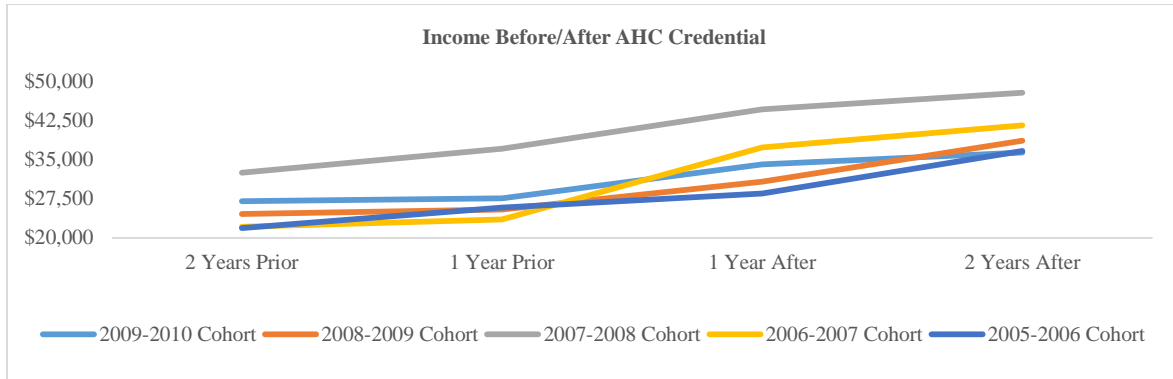
Given the substantial decline in the 2009-10 cohort year (completers in 2014-15), IEC recommended a more conservative perspective related to the five-year average completion rate with a focus on equity; the suggestion is a **one-year goal of 33%** and a **six-year goal (2015-16 cohort) of 40%**. With the effort in acceleration in math and English and use of multiple measures, there should be more students completing college level math and English, though the cohort sizes may decline with more students starting in college level courses.

Completion Unprepared	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	865	35.3%	982	39.2%	989	36.6%	1,085	35.3%	933	30.7%
Female	479	36.7%	554	38.8%	533	37.5%	569	39.2%	500	34.4%
Male	381	32.8%	424	39.6%	451	35.5%	515	31.1%	431	26.2%
< 20 years old	667	37.3%	776	39.6%	782	39.5%	863	37.4%	716	33.8%
20 to 24 years old	101	24.8%	91	38.5%	100	29.0%	108	25.0%	89	21.3%
25 to 39 years old	64	34.4%	81	34.6%	69	21.7%	84	28.6%	96	18.8%
40+ years old	33	27.3%	Suppressed	44.1%	Suppressed	23.7%	Suppressed	30.0%	Suppressed	21.9%
African American	40	50.0%	Suppressed	57.8%	Suppressed	33.3%	36	50.0%	Suppressed	28.1%
American Indian/Alaska Native	Suppressed	28.6%	Suppressed	23.1%	Suppressed	18.2%	Suppressed	20.0%	Suppressed	0.0%
Asian	12	41.7%	15	46.7%	24	66.7%	29	55.2%	18	27.8%
Filipino	Suppressed	32.3%	26	34.6%	22	36.4%	27	22.2%	19	47.4%
Hispanic	387	29.5%	447	33.8%	487	33.3%	565	30.4%	581	28.4%
Pacific Islander	Suppressed	44.4%	Suppressed	45.5%	Suppressed	66.7%	Suppressed	40.0%	Suppressed	50.0%
White	306	40.2%	343	43.1%	319	39.2%	326	40.2%	232	33.6%

## Earnings Outcomes

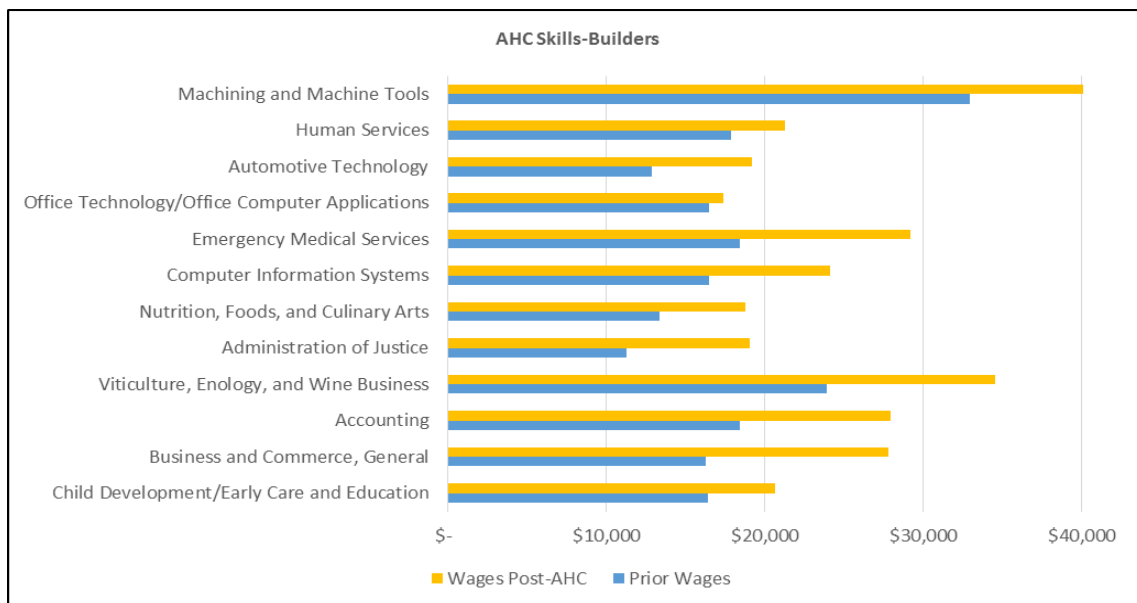
Allan Hancock College participates in the system wide Chancellor's Office Management Information System (COMIS) database that is matched with the California Employment Development Department's (EDD) wage data. Employment and earnings data from this matching are shown below for three cohorts consisting of non-special-admit students meeting the full-term reporting criteria who received any award during specific cohort years. To be included in a cohort, these students could no longer be enrolled at AHC during the two years immediately after their awards, and they could not have transferred to a four-year institution. From the

combined COMIS and EDD wage data file, the CCCCO selected students who received a single award (degree or certificate) and had greater than zero wages reported in all years. Median wages were calculated for each cohort.



### Recent Improvements to Labor Market Data

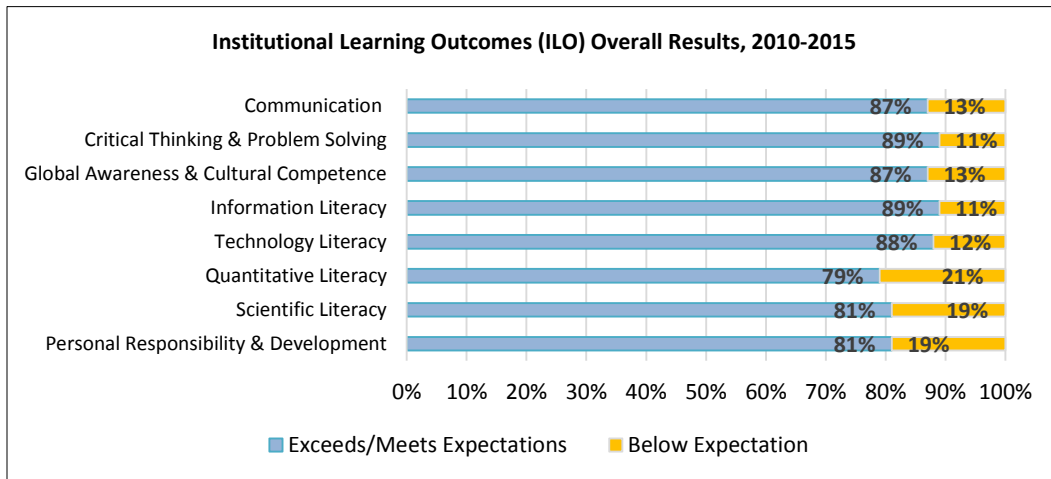
Allan Hancock College is actively participating in new data system that provides more in-depth analysis of labor market outcomes. *LaunchBoard* provides data to California community colleges on the effectiveness of career and technical education (CTE) programs. *Skills-builder* tracks experienced workers who take a limited number of community college courses to maintain and add to skill-sets required for ongoing employment and career advancement.



### Assessment of Learning Outcomes

Allan Hancock College implemented an “Institutional Assessment Plan” (IAP) in April 2012 to “provide a structure and reference for campus-wide outcomes and assessment efforts as well as to clearly state roles, responsibilities and timelines for outcomes and assessment activities.” Course level assessment at Allan Hancock College is faculty driven; faculty directly assess their students’ skills, abilities and knowledge based on identified student learning outcomes which are documented in the course outline of record in CurricuNet and communicated to students in course syllabi. Data collected from course assessment is documented in eLumen, the district’s assessment software, which was implemented in fall 2010. Assessment results are used to strengthen and improve curriculum and student learning. Course outcomes are mapped within eLumen to both program and institutional level outcomes so collected student data supports both program and institutional assessment.

In addition to assessing student learning outcomes at the course level, AHC also assesses program outcomes and institutional learning outcomes. The IAP establishes assessment cycles for all learning outcomes. The college has collected results for more than 91 percent of program outcomes and has begun the second cycle of assessing the ILOs.



### Score Card Data

All Scorecard Outcomes by Cohort Year								
Cohort Year	2004	2005	2006	2007	2008	Recent Statewide Average	Peer Group *	Trend
Completion Rate (overall)	47.90%	44.70%	48.80%	45.40%	44.50%	46.80%	44.5% (30.7%, 54.3%)	
Prepared	65.20%	59.60%	64.80%	61.20%	61.40%	69.70%		
Unprepared	39.80%	35.30%	39.00%	36.60%	35.10%	39.20%		
Persistence Rate (overall)	68.20%	67.60%	69.80%	68.90%	71.30%	71.70%		
Prepared	67.40%	69.50%	69.30%	70.40%	70.50%	72.80%		
Unprepared	68.60%	66.50%	70.10%	68.00%	71.80%	71.30%		
Percent of students who earned at least 30 units (overall)	65.00%	64.20%	66.30%	66.00%	64.10%	66.50%		
Prepared	68.60%	68.40%	71.00%	72.40%	66.70%	71.10%		
Unprepared	63.40%	61.50%	63.50%	62.40%	62.70%	65.00%		
Basic Skills English Progress Rate	40.30%	37.20%	41.00%	40.90%	41.70%	43.40%		
Basic Skills Math Progress Rate	26.70%	26.20%	30.60%	31.00%	29.30%	31.00%		
Basic Skills ESL Progress Rate	8.30%	9.20%	9.80%	11.50%	12.90%	28.40%		
Career Technical Education Progress and Attainment Rate	51.90%	49.20%	51.60%	47.80%	49.90%	49.90%		

\* Peer groups are identified through use of cluster analysis using factors not influenced by the college: API, %BA, %Age > 25

Every year the Board of Trustees received a report on student performance with regard to California Community College Score Card Reports. The table above provides a five-year analysis of performance the data presented to the Board. The data are presented alongside that of a comparison group as well as statewide rates. Some of the declines in the most recent cohort year are attributable to cuts to services and sections during the primary years of completion for the cohort, but there are also ongoing challenges for our students that require more detailed analysis, and in particular, with an equity lens.

### Equity Analysis

The percentage of Latino students at AHC has increased from 41% in 2010 to 52% in 2014, mirroring the regional and statewide trends. Data show that this group tends to start academically disadvantaged from entrance. Latino students place disproportionately in developmental math, English or ESL compared to white students (together these groups comprise 90% of enrollment).

Ethnicity	Prepared			Underprepared			Overall	
	N	% Prepared	% Cohort	N	% Underprepared	% Cohort	N	%
African American	15	2.8%	29.4%	36	3.7%	70.6%	51	3.3%
Asian	20	3.7%	40.8%	29	3.0%	59.2%	49	3.2%
Filipino	24	4.4%	47.1%	27	2.8%	52.9%	51	3.3%
Hispanic	212	39.0%	27.4%	563	57.4%	72.6%	775	50.8%
White	273	50.2%	45.6%	326	33.2%	54.4%	599	39.3%
Total	544		35.7%	981		64.3%	1,525	

**Overall Completion Rates for Allan Hancock College by Cohort Year**

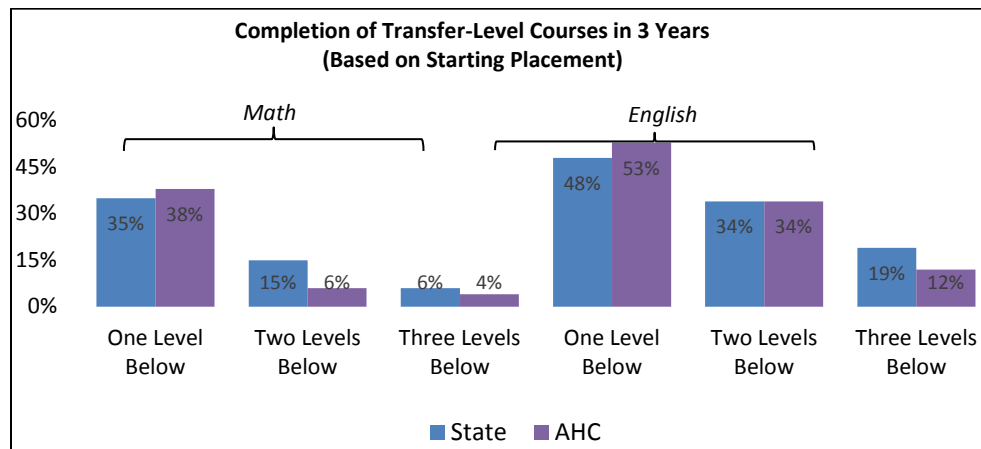
Cohort Year	2004	2005	2006	2007	2008	Trend
Female	50.8%	47.0%	48.9%	46.5%	48.1%	
Male	44.0%	41.7%	48.5%	44.1%	40.5%	
< 20 years old	51.9%	48.2%	49.7%	48.5%	46.8%	
20 to 24 years old	42.7%	26.4%	45.8%	33.6%	32.1%	
25 to 39 years old	28.8%	35.2%	40.2%	25.3%	33.7%	
40+ years old	23.1%	27.9%	47.6%	25.0%	27.3%	
African American	46.8%	48.1%	59.3%	37.3%	51.0%	
American Indian/Alaska Native	50.0%	42.9%	47.4%	37.5%	25.0%	
Asian	54.5%	62.2%	61.3%	64.1%	65.3%	
Filipino	39.0%	35.9%	51.2%	35.0%	29.4%	
<b>Hispanic/Latino</b>	<b>43.4%</b>	<b>34.7%</b>	<b>40.7%</b>	<b>39.8%</b>	<b>37.3%</b>	
Pacific Islander	50.0%	46.2%	53.3%	63.6%	46.2%	
<b>White</b>	<b>50.7%</b>	<b>51.6%</b>	<b>52.6%</b>	<b>50.5%</b>	<b>52.3%</b>	
<b>Overall</b>	<b>47.90%</b>	<b>44.70%</b>	<b>48.80%</b>	<b>45.40%</b>	<b>44.50%</b>	

Completion Rate is defined as the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years that achieved a degree/certificate, transferred to a four-year, or achieved "Transfer Prepared" status (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0).

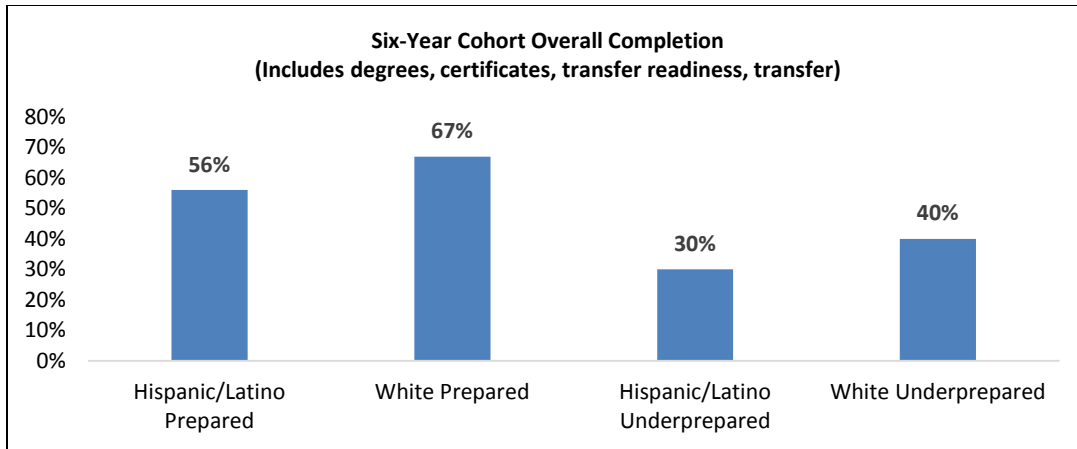
When looking at outcomes overall, there is a clear gap between the two largest ethnic groups as the table above shows. But as the table below shows, the outcome of persistence to 30 units has a considerably smaller gap when one exists.

Overall Persistence Rates for Allan Hancock College by Cohort Year						
Cohort Year	2004	2005	2006	2007	2008	AHC Trend
Female	69.3%	68.4%	70.0%	69.4%	72.9%	
Male	66.8%	66.6%	69.5%	68.3%	69.6%	
< 20 years old	72.0%	69.9%	70.7%	71.4%	72.5%	
20 to 24 years old	54.0%	52.7%	59.3%	54.7%	60.3%	
25 to 39 years old	51.9%	60.4%	69.1%	50.6%	66.3%	
40+ years old	61.5%	67.4%	73.8%	68.2%	78.8%	
African American	63.8%	61.5%	66.7%	58.8%	70.6%	
American Indian/Alaska Native	64.3%	78.6%	78.9%	62.5%	58.3%	
Asian	63.6%	83.8%	71.0%	87.2%	61.2%	
Filipino	70.7%	76.9%	61.0%	72.5%	74.5%	
<b>Hispanic/Latino</b>	<b>70.9%</b>	<b>65.3%</b>	<b>70.4%</b>	<b>69.9%</b>	<b>73.0%</b>	
Pacific Islander	50.0%	53.8%	80.0%	81.8%	69.2%	
<b>White</b>	<b>67.7%</b>	<b>69.2%</b>	<b>68.8%</b>	<b>66.6%</b>	<b>70.6%</b>	
<b>Overall</b>	<b>68.20%</b>	<b>67.60%</b>	<b>69.80%</b>	<b>68.90%</b>	<b>71.30%</b>	

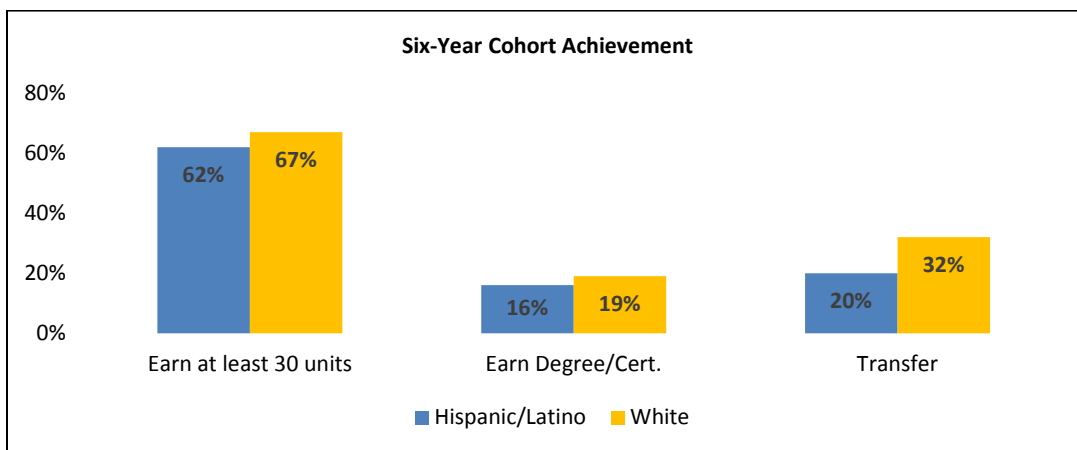
But completing 30 units and completing an outcome such as transfer are very different. Using data from the statewide basic skills cohort tracker, students who start one or more levels below transfer are at a considerable disadvantage in terms of completing college level coursework.



The gap in percentage terms between prepared and unprepared students who successfully complete an award, become transfer ready or transfer is comparable for white and Hispanic/Latino students though there is an equity gap between the two groups within prepared status.



The chart below shows that the gap between Latino and white students is most pronounced in the transfer outcome (among those students showing intent to transfer). This result is exacerbated by the overrepresentation of Latino students in developmental courses, resulting in increased time to completion when time is the enemy. Thus the primary gap in completion of an award, transfer readiness, or transfer is largely driven by the transfer outcome, which has significant SES implications given the lack of a close CSU within commuting distance.



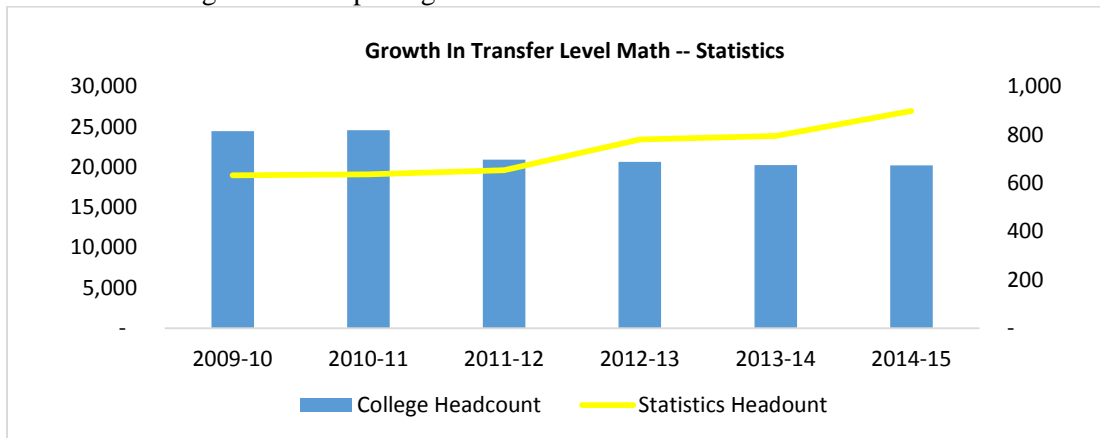
### Innovations

Data are widely utilized at the administrative, department, and programmatic levels to inform and assess the effectiveness of the College in meeting the needs of students and the community it serves. For example, the Enrollment Management Committee regularly reviews enrollment reports, including wait lists, when recommending classes be added or canceled. Data are also used to drive continuous improvement efforts and to identify performance gaps and resource needs. At the AHC Annual Student Success Summit in spring 2015, data were presented on the gap in distance learning success compared to onsite success. Similarly, data are utilized by the Academic Senate, councils, and committees across the College to gauge institutional effectiveness.

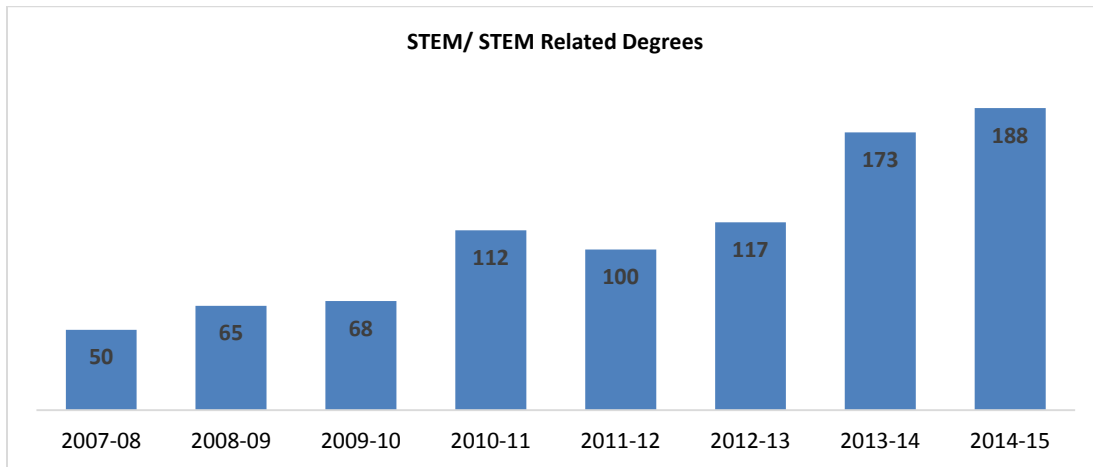
Student Success Summits were convened in 2014 and 2015 to share data on student outcomes and high impact practices aimed at improvements in student outcomes (the third annual is scheduled again in April 2016 that features Katie Hern, a founder of the California Acceleration Project). AHC faculty shared successful high impact practices, including Summer Bridge programs in math and English. The Bridge

programs accelerate student progression through developmental courses and multiple measures assessment using high school coursework. The faculty in math and English responded to data showing the low percentage of students who complete college level work when placed into developmental courses.

For example, the math department is now offering a course for non-STEM students that will allow students to complete Algebra I and Algebra II in one semester. In response to results from national studies on multiple measures in placement, the math department began moving more students into higher placement levels by using high school coursework in Algebra I and II, which resulted in an increase in students enrolling in and completing statistics.

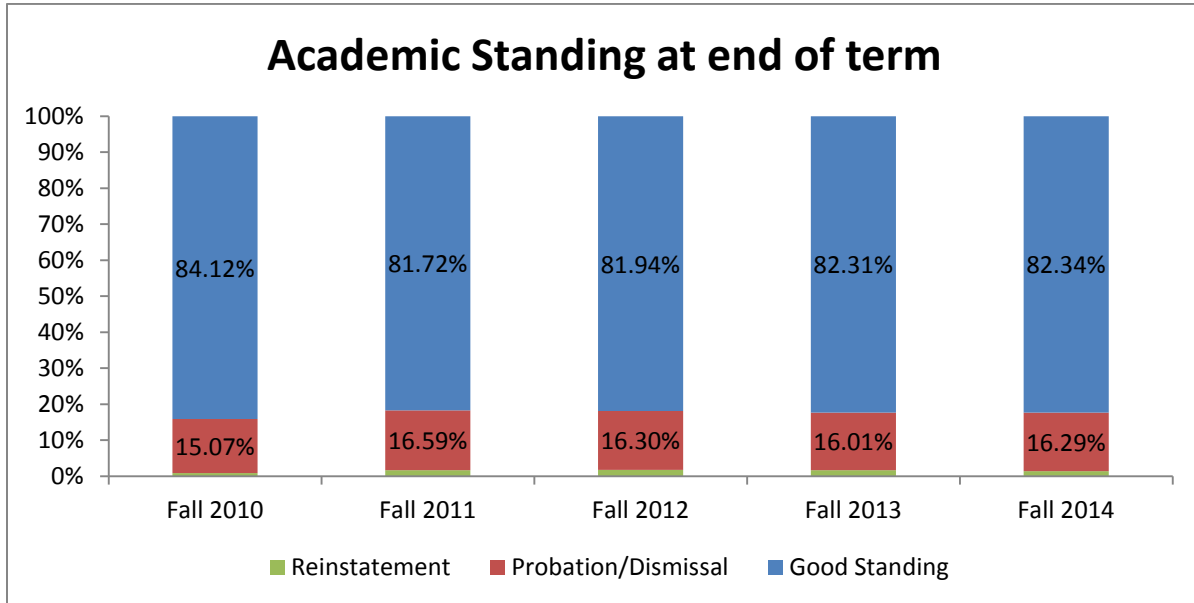


Data submitted during the Aspen Award Submission included outcomes of College innovations and efforts. The chart below shows the impact of the College's HSI STEM and Articulation Grant, awarded in 2010. With increased outreach, success initiatives, and added STEM course offerings, degrees increased by three-fold since before the grant was implemented.



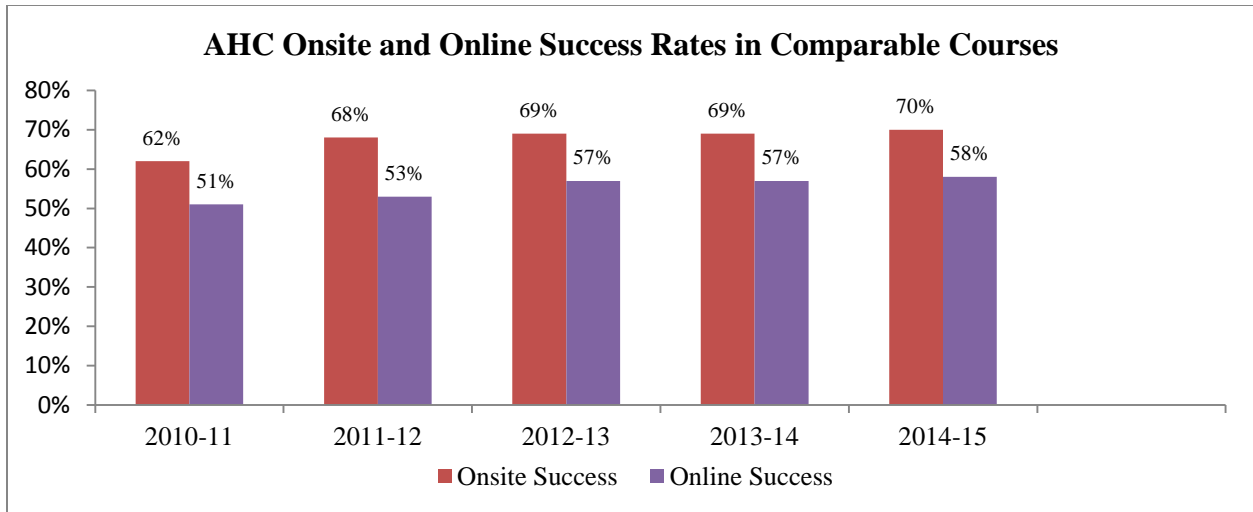
## Academic Standing

With an increased focus on students completing student education plans, assessment, and orientations, the college will be assessing the degree to which completion of those services reduces the percent of students in poor academic standing. The chart below shows that overall, about 82% or more of AHC students remain in good standing at the end of the fall term.



## Distance Learning Outcomes

Allan Hancock College offers approximately 200 online sections with 3,000 students enrolling each fall. Disaggregated data are evaluated at the program and institution level with comparisons between online and onsite courses at AHC (for those only offered online) and to systemwide online outcomes.



The chart above shows for example, that in the 2014-15 academic year, students enrolled in onsite courses that were also offered online had success rates of 70% compared to 58% students enrolled in those same courses online. Often data are compared in the aggregate between online and onsite without taking into consideration the differences in course offerings. These data also show that among courses offered in both modalities, there has been an increase in success rates among students in each type of course.

The Distance Learning Committee has examined various types of disaggregated data for onsite/online comparisons, and they are recommending that programs not only compare outcomes within a program at AHC, but that they also compare program outcomes in online courses offered at AHC to online data statewide.

**Fall 2015 Online Course Outcomes Comparison  
(Comparison only to programs with online offerings)**

Subject	TOPCODE	AHC				System			
		Enrollment	Retention %	Difference from System	Success %	Difference from System	Enrollment	Retention %	Success %
AG	010400	31	81%	0.0%	52%	0.0%	31	81%	52%
ENVT	030300	21	100%	14.5%	100%	28.9%	166	86%	71%
BIOL	040100	66	91%	9.0%	74%	9.7%	5858	82%	65%
BUS	050100	343	73%	-6.9%	48%	-13.7%	10004	80%	61%
ACCT	050200	137	86%	6.3%	65%	-0.5%	14799	80%	65%
CBOT	051400	254	84%	4.3%	62%	0.3%	11213	80%	62%
FILM	061220	124	84%	0.8%	63%	2.1%	260	83%	61%
CBIS	070200	145	65%	-10.6%	46%	-10.5%	3311	75%	57%
CS	070600	150	90%	11.6%	66%	9.1%	1008	78%	57%
HED	083700	202	85%	0.8%	59%	-4.5%	15283	84%	64%

MT	095630	13	92%	3.6%	92%	8.4%	62	89%	84%
ART	100100	107	93%	10.4%	79%	13.3%	7053	83%	65%
MUS	100400	39	67%	-16.1%	33%	-31.4%	11337	83%	65%
SPAN	110500	258	78%	-2.9%	57%	-6.8%	4418	81%	64%
EMS	125000	38	87%	-1.0%	71%	-9.7%	239	88%	81%
*	130500	95	74%	-8.9%	59%	-5.8%	13954	83%	65%
**	130600	139	89%	7.4%	73%	7.8%	7309	82%	65%
ENGL	150100	1050	80%	2.4%	62%	2.9%	28606	77%	59%
SPCH	150600	73	93%	9.1%	81%	12.5%	6282	84%	68%
PHIL	150900	123	77%	-0.9%	57%	-3.9%	8791	78%	61%
MATH	170100	209	70%	-4.4%	40%	-7.2%	25591	74%	47%
CHEM	190500	30	93%	13.0%	70%	4.3%	773	80%	66%
PSY	200100	368	86%	3.4%	53%	-8.7%	25049	82%	62%
***	210400	69	75%	-6.8%	55%	-3.2%	607	82%	58%
FT	213300	820	86%	1.1%	70%	6.6%	2863	85%	63%
ANTH	220200	147	71%	-9.8%	48%	-13.6%	10991	81%	62%
****	220400	232	81%	-1.5%	63%	-3.5%	12029	83%	66%
*****	220500	416	85%	5.8%	64%	4.9%	23274	79%	59%
GEOG	220600	122	82%	1.0%	66%	3.9%	4593	81%	62%
POLS	220700	148	80%	-0.1%	66%	4.7%	13134	80%	61%
SOC	220800	225	73%	-8.2%	56%	-6.0%	17631	82%	62%
PD	493010	102	72%	-11.1%	53%	-8.4%	6533	83%	61%
LS	493032	11	82%	-13.3%	64%	-4.2%	143	95%	68%
CWE	493200	80	95%	15.0%	93%	31.1%	145	80%	61%
<b>Total</b>	<b>Total</b>	<b>6387</b>	<b>81%</b>	<b>1.0%</b>	<b>61%</b>	<b>0.2%</b>	<b>293340</b>	<b>80%</b>	<b>61%</b>

Source: CCCCCO Data mart

\*130500 = ECS EDUC

\*\*130600= CA FCS FSN

\*\*\*210400=ANTH ENGL HUSV PSY

\*\*\*\*220400=BUS ECON FCS GBST

\*\*\*\*\*220500=CWE HIST HUM